DOCUMENT RESUME

ED 215 109 CE 031 743

TITLE An Analysis of Instructional Apprenticeship Services in Public Schools. Research Project Report.
INSTITUTION Rio Hondo Community Coll. District, Whittier, CA.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.
PUB DATE May 80
NOTE 156p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Advisory Committees; *Apprenticeships; *Coordination; Credits; *Educational Cooperation; Educational Facilities; Educational Research; Evaluation; Financial Support; Instructional Materials; Interviews; Postsecondary Education; *Public Schools; Questionnaires; Secondary Education; Shared Facilities
IDENTIFIERS *California; Preapprenticeship Programs

ABSTRACT

This report presents data and recommendations of a project to analyze instructional services provided by public schools to California apprenticeship programs. Issues considered are instructional materials, instructional facilities, credit for apprentice classes, registration and interdistrict permits, isolated apprentices, financial support, excess cost agreements, labor-education codes, pre-apprenticeship training, prerequisites, job site training and supplemental instruction, specialized educational leadership, and Educational Advisory Council on Apprenticeship. An introduction lists 10 project objectives; part 1 describes project methodology. Part 2 summarizes data from three primary sources. Questionnaire data are presented as a compilation of responses from four different questionnaires listed as percentages of yes and no answers. Summaries of pertinent respondent comments are provided. Training site interviewee data are presented as a consensus of discussions between consultant and interviewees to supplement questionnaire data and gather perceptions on how public school services to apprenticeship programs can be strengthened. The discussion of the evaluation of instructional materials presents data and opinions collected from instructors, school representatives, and program sponsors. Part 3 contains recommendations predicated upon survey findings. Appendixes, amounting to approximately two-thirds of the report, contain questionnaire data by craft programs. (An executive summary begins the report.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CA7913104

~~TOC~~ not

19-64923-3-9-153

ED215109

RECEIVED
NOV 24 198
California Community
Colleges

CALIFORNIA
APPRENTICESHIP

RESEARCH PROJECT REPORT

AN ANALYSIS OF INSTRUCTIONAL APPRENTICESHIP SERVICES
IN
PUBLIC SCHOOLS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN **MICROFICHE ONLY** HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Contracting Agency

Rio Hondo Community College District

Report Submitted May 1980

to

California State Department of Education

Chancellors Office, California Community Colleges

CE031743

California Community Colleges
RECEIVED
NOV 2 1981

Research Project Report

AN ANALYSIS OF INSTRUCTIONAL APPRENTICESHIP SERVICES
In
Public Schools

Sponsored By

CALIFORNIA STATE DEPARTMENT OF EDUCATION

and

CHANCELLORS OFFICE, CALIFORNIA COMMUNITY COLLEGES

Funded Through The

Federal Vocational Education Act, Subpart 3 of P.L. 94-482

Project Director,
Wilbur W. Lorbeer
Rio Hondo College

Assistant Director,
Ed Ferner
San Jose City College

Project Consultant

Harry E. Simonds
Simonds & Associates-Consultants

CONTENTS

PAGE

Executive Summary..

Introduction..

PART I - METHODOLOGY.. 1

PART II - SUMMARY OF SURVEY FINDINGS.................................... 4

Subpart II-A: Questionnaire Data.............................. 5

1. Instructional Materials.. 7
2. Evaluation of Instructional Materials................................ 9
3. Instructional Facilities... 11
4. Credit for Apprentice Classes.. 13
5. Registration and Interdistrict Permits............................... 13
6. Isolated Apprentices... 15
7. Financial Support.. 17
8. Excess Cost Agreements... 17
9. Labor-Education Codes.. 19
10. Pre-Apprentice Training... 19
11. Pre-Requisite for Enrolling in Apprentice Classes................... 19
12. Teaching Credentials.. 19
13. Average Enrollment in Apprentice Classes............................ 19

Subpart II-B: Interview Data.................................... 21

Introduction and General Comments by Interviewees.......... 23

Discussion Items With Interviewees.............................. 25

1. Instructional Materials.. 25
2. Instructional Facilities... 25
3. Registration and Interdistrict Permits............................... 26
4. Isolated Apprentices... 27
5. Labor-Education Code Descrepancies................................... 28
6. Job-Site Training and Supplemental Instruction....................... 28
7. Specialized Educational Leadership for Apprenticeship................ 30
8. Educational Advisory Council on Apprenticeship....................... 30

Subpart II-C: Instructional Materials Evaluation.............. 31

1. Introduction to Instructional Materials Systems...................... 32
2. Labor Code Provisions on Instructional Materials..................... 32
3. Public School Response... 33
4. Questionnaire Data on Instructional Materials........................ 33
5. Quality of Materials... 34
6. Need and Frequency for Revising Instructional Materials.............. 34
7. Use of Instructional Materials....................................... 35
8. State Department of Education Services............................... 35
9. Kind of State Instructional Materials Available...................... 36
10. Craft Materials Available... 36

CONTENTS (contd)

PAGE

PART III - GENERAL RECOMMENDATIONS........................... 38

1. Instructional Materials................................ 39
2. Instructional Facilities............................... 39
3. Credit for Apprentice Classes.......................... 40
4. Registration and Interdistrict Classes................. 40
5. Isolated Apprentices................................... 41
6. Financial Support...................................... 41
7. Labor-Education Code Discrepancies..................... 41
8. Job Site Training and Supplemental Instruction......... 42
9. Specialized Educational Leadership For Apprenticeship... 42
10. Educational Advisory Council on Apprenticeship......... 43

APPENDIXES... 44

A. Acknowledgements

- Reviewers of Field Test Questionnaires................ 46
- Training Site Interviewees............................. 48

B. Questionnaire Data by Craft Programs.................... 49

Trades Represented in Survey............................. 52

- Auto Body... 53
- Auto Mechanic... 55
- Auto Painting... 57
- Barbering... 59
- Boat Repair... 61
- Bricklaying... 63
- Carpentry... 65
- Cement Masons... 67
- Culinary (Cooks & Bakers)............................... 69
- Diesel Mechanics.. 71
- Drywall... 73
- Electrical Construction................................. 75
- Floor Covering.. 77
- Glazing... 79
- Insulators.. 81
- Ironworkers... 83
- Irrigation Sprinkler Fitters............................ 85
- Lathing... 87
- Machinists.. 89
- Maintenance Mechanics................................... 91
- Meatcutters... 93
- Mill Cabinet.. 95
- Millwright.. 97
- Molders & Coremakers.................................... 99
- Operating Engineers..................................... 101
- Painting.. 103
- Plastering.. 105

CONTENTS (contd)

PAGE

- Plumbers & Pipefitters.............................. 107
- Regrigeration & Air Conditioning.................... 109
- Roofing... 111
- Sheet Metal... 113
- Shipbuilding.. 115
- Sprinkler Fitters................................... 117
- Stationary Engineers................................ 119
- Steamfitters.. 121
- Surveying... 123
- Tapers.. 125
- Tilesetters... 127
- Tool & Die.. 129
- Welding... 131

The following trades are out of alphabetical order because of no evaluation form.

- Acoustical.. 133
- Boilermaker... 134
- Cable Splicers...................................... 135
- Electrical Inside Wireman........................... 136
- Electrical Lineman.................................. 137
- Electrical Maintenance & Repair..................... 138
- Hardwood Floors..................................... 139
- Lithography... 140
- Pressman.. 141
- Psychiatric Technician.............................. 143
- Sausage Makers...................................... 143

EXECUTIVE SUMMARY

Title: Analysis of Instructional Apprenticeship Services in Public Schools

Funding: Funding-VEA Subpart 3, P.L. 94-482 No. 19-64923-3-9-153

Contracting Agent: Rio Hondo Community College District Whittier, Calif. 90608

Staff: Harry E. Simonds, Project Consultant, Wilbur W. Lorbeer, Project Director
Ed Ferner, Asst. Project Director

Project Objectives & Methodology

- The 10 major objectives of the project resolved around an analysis of the instructional services provided by the public schools. to California apprenticeship programs.

- Data for the project report was collected from the following constituencies; a) program sponsors (532), b) school representatives (92), and c) apprentice instructors (277).

- Methods used to collect data; a) questionnaires (1033), b) interviews with training site representatives (23) Northern and Southern California, c) visitations and evaluation of instructional material systems (public & private).

- Questionnaires were returned in the following numbers; program sponsors, (39.0%); Community Colleges, 23 (43.3%); secondary schools 13 (33.3%); apprentice instructors, 156 (56.3%). Average of all returns 42.9%. 52 different crafts were represented in the returns.

- 22 training sites were visited, including public schools and program sponsor sites. Representatives of the sites were interviewed by the project consultant. Discussions with the interviewees were in main centered on public school instructional services to state apprenticeship programs, and the joint working relationship of the schools and program sponsors. The substance of the discussions were summarized and are in the body of the project report.

QUESTIONNAIRE DATA AND INTERVIEWEE PERCEPTIONS

Instructional Materials

- 85.0% of the respondents (combined average) answered yes, their apprentices do have access to instructional materials specifically prepared for their craft.

- 38.8% of the respondents identified the State Department of Education as the source of the instructional materials they use. 52.8% checked the training trust fund. 29.6% said the union. 10.6% said the company of employment was their material source. An average of the respondents believe the instructors are preparing 37.2% of the instructional materials.

- Of those who said they did not have access to craft oriented instructional materials, 12.8% say they need related materials, and 18.0% want materials and equipment for teaching manipulative tool skills. The respondents estimate that 47.3% of instructional time should be devoted to the shop-lab type of training.

- Instructional materials emanate from a diversity of publishers from both the public and private sectors.

- Apprenticeship programs not having access to private training funds must depend on the local and state public schools for instructional materials.

- It is logical and economical that these materials be developed and published at the state level, as is now the practice. However, the state must give greater emphasis to the task of keeping instructional materials updated as well as meeting the needs of new emerging apprenticeship programs.

- There was consensus that whoever accepts responsibility for the development of instructional materials (public or private) there must be statewide coordination and communication among all parties to the arrangement, if maximum benefits are to be realized from all constituency efforts expended.

- Recommendation: That the California Apprenticeship Council acting in accordance with the authority granted the Council under the provisions of Section 3071 of the Apprenticeship Labor Code, and working in cooperation with the State Department of Education and the California Community Colleges, provide a forum for the development of a system of communication and coordination of all constituency efforts concerned with the development of instructional materials for apprentices.

Instructional Facilities

- 59.8% of the respondents answered yes there are adequate public school facilities available for meeting the needs of apprentice classes.

- Of the instructional services now provided, 54.6% are for classroom related instruction, and 42.6% involve shop or lab instruction.

- Of the shop-lab facilities now provided, 48.8% are reported to be on campus, while 37.2% are off campus. For the facilities provided off campus, 23.3% said the school pays the rent; 19.8% checked the program sponsor. 44.3% stated that the schools pay for the utilities, supplies, and janitorial services of all off campus facilities, while the program sponsors or others pay for 26.6% of these services.

- There was consensus among respondents, that there is an escalating need in the majority of apprentice programs for tool skill training in the schools (shops and labs). This need is a resulf of inadequate on-the-job rotation and on-the-job training of apprentices.

- Respondents generally agree that the acquisition of needed shops and labs will entail the cooperative efforts of the schools and program sponsors. There is not general agreement on which party should assume responsibility for providing the shops and/or labs.

- Consensus was that statewide policy and guidelines would be helpful in resolving problems connected with the provision of such specialized facilities, on the local levels.

- Recommendation: That the California Apprenticeship Council, in cooperation with program sponsors and state and local school representatives, provide a forum for the discussion and development of policy needed, for resolving the problem of pr viding appropriate tool skill training for all apprentices completing as journey workers.

Credit for Apprentice Classes

- 78% of the colleges and secondary schools say that they are granting academic credit to apprentices for work satisfactorily completed in apprentice classes.

- 34.3% of the secondary schools stated that credits earned in apprentice classes could be used for high school graduation. 59.0% of the colleges stated that credits earned in apprentice classes can be used as partial fulfillment of requirements for the associate degree.

- The range of units allowed toward the associate degree for work taken in apprentice classes was 8 to 54 units.

- Consensus among interviewees was that more articulation is needed between the community colleges to assure a semblance of uniformity in the policies and practices of the colleges across the state in granting credits for work taken in apprentice classes.

- Recommendation: That the Chanceloor's Office of the California Community Colleges provide for the development of criteria and standards for grading apprentice classes, and provide the leadership necessary for implementing within the colleges, uniform policies and practices that will assure equity in granting of credits for work completed in apprentice classes.

Registration and Interdistrict Permits

- 18.1% of the respondents concerned with registering apprentices stated that they encountered difficulty in getting interdistrict permits for registering nonresident apprentices. 64.3% did not have any such problems. 9.3% said the difficulties were satisfactorily resolved.

- Program sponsor representatives believe that some of the colleges are too rigid in imposing conventional registration procedures on the part-time student who is a full-time worker. They want more flexibility in registration and the securing of interdistrict permits.

- Recommendation: That the Chancellor's Office of the California Community Colleges and the State Department of Education provide for a review of the education and labor codes that pertain to interdistrict permits and registration policies and take appropriate actions to clarify code provisions and assist local school districts with workable plans.

Isolated Apprentices

- 12.5% of the school respondents stated they were providing related instruction to isolated apprentices. 19.2% of the program sponsors said they have a need for serving isolated apprentices in their program. 43.8% stated they have no isolated apprentices. Program sponsors reported that they have 1068 isolated apprentices in their programs by definition of the Apprenticeship Labor Code Section 3074.

- There was consensus; there is no comprehensive, systematic plan for serving isolated apprentices. Such a plan is needed as a basis for coordinating the efforts of the schools and the program sponsors.

Isolated Apprentices (contd)

- A variety of practices presently exist on how isolated apprentices are being served by either the schools or the program sponsors. Few of these plans are effective.

- Recommendation: That the California Apprenticeship Council provide a forum workshop to develop policies and guidelines, including alternative options for serving isolated apprentices.

Financial Support

- 46.2% of the respondents believe that financial support for apprentice classes is adequate. 33.0% say no, it is not.

- 56.2% of the school representatives say they maintain a separate budget for apprentice classes. 43.7% say they do not.

- Interviewees believe that the passing of Proposition 13 and the implementation of Assembly Bill 8 removed the adverse financial impact and need for interdistrict cost agreements. However, a majority feel that there are inadequate funds for covering capital outlay costs for instructional facilities; ie: shops and labs.

- Recommendation: That the California Apprenticeship Council provide a forum for the development of policy guidelines for determining constituency responsibilities and financial commitment for providing the facilities necessary for the teaching of tool skills and processes that are normally acquired on-the-job.

Excess Cost Agreements

- By definition of Section 3074 of the Apprenticeship Labor Code on excess costs for apprentice classes, 18.7% of the respondents said yes, they are parties to these agreements. 58.8% answered no, they do not have such agreements. 13 program sponsor respondents said they have verbal agreements with the schools, and 8 noted they have written agreements.

- Program sponsors and school representatives did not identify any problems or express any concerns on excess cost agreements.

- No recommendation.

Labor-Education Codes

- 13.3% of the program sponsors and 12.5% of school respondents believe there are discrepancies and conflicts between the provisions of the labor and education codes. 23.6% of the program sponsors, and 37.5% of the schools said there were no adverse effects on the instruction program. There are conflicts concerning code provisions on, a) open enrollment vs. closed enrollment, b) discrepancies in County Counsel opinions, etc.

- Interviewees believe that the varied and numerous policies practiced by local school districts, and numerous conflicting County Counsel opinions that have been offered on subjects such as, a) open vs. closed classes

Labor-Education Codes (cont)

for registered apprentices, b) prerequisites for enrollment in apprentice classes, etc. constitute need for a review of any discrepancies that exist between the provisions of the labor and education codes.

- Recommendation: That the State Administrator of Apprenticeship, and the State Department of Education and the Chancellor's Office of the California Community Colleges jointly seek a review of the labor and education codes for the purpose of identifying and correcting discrepancies that may adversely effect the administration of apprenticeship programs.

Pre-Apprentice Training

- 50.0% of the school representatives said yes, "Let's talk about it", on the question of providing pre-apprentice classes for established apprenticeship programs. 9.3% said, "no, not interested". 25.6% of the program sponsors indicated an interest; 23.6% said, "no, not interested". 39.9% said, "Let's talk about it".

- Few program sponsor interviewees expressed interest or concern for pre-apprentice training programs. Keep in mind that only 8 trade programs were represented by the program sponsors interviewed.

- A majority of school representatives are interested in further exploring the idea.

- No recommendation.

Prerequisite For Enrolling in Apprentice Classes

- 78.2% of the schools said that they have implemented the provisions of Section 3074.3 of the Apprenticeship Labor Code, providing for state registered apprentices being a prerequisite for enrollment in apprentice classes. 18.7% said, "no, they have not implemented this section of the code".

- A majority of the interviewees believe that Section 3074.3 of the Apprenticeship Labor Code should govern who is eligible for enrollment in apprentice classes.

- School representatives cited a discrepancy in the provisions of the education code that provide for open enrollment in school classes.

- Recommendation: That this subject be included with the recommendation for review of the labor and education codes.

Job Site Training and Supplemental Instruction

- Interviewees noted that the production systems of industry are rapidly becoming more specialized. Many reasons were given for this trend, which are reported in the main body of the report.

- There is an accelerating trend and demand in the majority of the trades toward the teaching of tool skills and processes in the school portion of the program, that are normally learned on-the-job through job rotation.

Job Site Training and Supplemental Instruction (contd)

- Because of specialization in the production systems of industry, on-the-job rotation of apprentices is restricted, and hence, opportunity to learn the multi-type of tool skills normally associated with an apprenticible occupation.

- Recommendation: That the California Apprenticeship Council working in cooperation with their constituency agencies and program sponsors, provide a forum for the discussion and identification of problems associated with specialization and its effect on the apprentices' opportunity to learn the multi-skills of the trade through on-the-job training.

Specialized Educational Leadership for Apprenticeship

- There was unanimous agreement among interviewees that because of the specialized features and character of apprenticeship, there is a dire need for specialized educational leadership for apprenticeship on the state level.

- It was noted that the State of California has 46,729 registered apprentices (April 1980 DAS) with more than 500 program sponsors supporting classes in 53 community colleges and 39 secondary schools.

- Interviewees believe that these figures and the associated responsibilities of instructional materials, state educational advisory committees, statewide communications and coordination, guidance on labor education code requirements, legislation, etc. justify the establishment of one or more such positions.

- Recommendation: That the State Department of Education and the California Community Colleges unilaterally and/or jointly fund such position(s) for specialized educational leadership for apprenticeship on the state level, and further, that the California Apprenticeship Council exercise its responsibility and authority by supporting the establishment of such position(s as a basis for fulfilling state educational responsibilities to the state apprenticeship programs.

Educational Advisory Council on Apprenticeship

- There was consensus among local education representatives that there is a need for a formalized linkage between local educational agencies and the State Department of Education and the state community colleges on matters related to apprenticeship.

- It was suggested that the above state educational agencies form an Educational Advisory Council on Apprenticeship for the purpose of coordinating educational policies and practices on a statewide level that concerns finances, legislation, rules and regualtions, instructional materials, facilities, and general instructional services to apprenticeship programs.

- Recommendation: That the California State Department of Education and the California Community Colleges jointly cooperate on the formation of an Educational Advisory Council on Apprenticeship for the purpose of providing a formalized linkage system between state educational authorities and the local educational agencies providing instructional services to California apprenticeship programs.

INTRODUCTION

The California State Department of Education and the Chancellor's Office of the California Community Colleges jointly sponsored this research project, using funds allocated to the state, through provisions of the Federal Vocational Education Act, Subpart 3, P. L. 94-482.

State Educational agencies approved the project in response to the expressed concerns of program sponsors and local educational agency representatives throughout the state. Major concerns were how to maintain and improve the standards of the related and supplemental instruction programs for apprentices, resulting from Proposition 13 funding cutbacks and associated problems.

The California Advisory Council on Vocational Education, through their apprenticeship subcommittee, composed of state apprenticeship agency representatives, apprenticeship committees and educational representatives, issued a position paper, dated June 2, 1978, outlining their concerns on matters affecting public school services to apprentices.

The subcommittee concerns were translated into language which became the 10 objectives of the project. These 10 objectives were written to include the problems, issues and concerns of persons associated with apprenticeship programs and public school services to the programs. Questions for the survey were written to collect data on the objectives and were included in the different questionnaires mailed to the program sponsors and school representatives throughout the state. The questionnaires were designed to collect data needed for seeking legislative changes, and/or any other actions necessary, for bringing about desirable changes which effect the quality of public school services to apprenticeship programs.

The 10 objectives of the project deal with a wide range of issues including the availability and adequacy of instructional materials, school facilities, interdistrict transfer agreements, school policies and practices for granting academic credit for work taken in apprentice classes, and the adequacy of financial support for apprentice classes. Other objectives are concerned with school-industry agreements covering excess costs for apprentice classes, the identification of any conflicts that may exist between labor and education codes affecting the instructional programs, pre-apprentice programs, etc.

Data collected on the questionnaires and combined with personal interview data was compiled, analyzed and written into this final report. Because of the detail and complexity of the data collected, efforts were made to profile the data so that it will give an overview of what the respondents say and feel about public school services to apprenticeship programs in the State of California.

It should be noted that the objectives of the project were not intended to analyze the problems of any one school or trade program. This, of necessity, would have to be a separate effort of those concerned.

The report will be reproduced and distributed to state and local agency representatives, and to other persons directly concerned with finding ways and means, for maintaining and improving the quantity and quality of instructional programs for apprentices.

Mr. Wilbur (Bud) Lorbeer was named project director and Mr. Earl Webb was named assistant project director. Mr. Webb was later succeeded by Mr. Ed Ferner. Mr. Harry Simonds was employed as project consultant.

Project Objectives

1. Determine the number of apprenticeship programs wherein, apprentices have been denied access to instructional materials as measured by responses to questionnaires administered to program sponsors and instructors.
2. Identify the types of agreements and the number of programs in which agreements are in effect as measured by responses of school representatives and apprenticeship program sponsors to questionnaires.
3. Through the use of the questionnaires and on-site visits, assemble evaluations of the availability and adequacy of school facilities provided for the operation of apprenticeship classes.
4. Determine the number of programs which have experienced difficulty in registering students as a result of interdistrict transfer agreements as evidenced by program sponsor responses.
5. Identify the materials used for instruction and collect evaluations on this material through the opinions of instructors and evaluation by consultants.
6. Through questions included in the survey instrument, determine the number of local education agencies and/or program sponsors interested in the development of pre-apprenticeship programs.
7. Through a comparison of separate programs within the various trades, identify any variations in the amount of academic credit awarded for classes of related and supplemental instruction.
8. Through the use of the survey instrument, identify any conflicts which may exist between interpretations of the labor and education code as they relate to classes of related and supplemental instruction for apprentices.
9. Identify the effects of Proposition 13 cutbacks on classes of related and supplemental instruction as evidenced by questionnaire responses.
10. Measured by opinions collected on questionnaires, evaluate the adequacy of the current levels of financial support for classes of related and supplemental instruction.

Part I: Methodology

PART I

Methodology

- The 10 objectives were carefully analyzed for their intent and purpose. 56 primary questions, and 116 secondary questions were prepared to elicit data that would fulfill the 10 project objectives. These questions were subdivided into four categories, consisting of four different questionnaires, which were directed to three different respondents; namely, a) apprenticeship program sponsors, b) apprentice instructors, and c) school representatives. Two questionnaires were directed to each school representative. One questionnaire with questions concerning sprecific programs related to school administrative matters, and the second questionnaire containing questions relative to craft access to instructional materials, facilities and the operation of classes for each individual craft program having classes in that particular school.

  The questions included in each of the questionnaires, directed to the three different respondents, were questions that in most part, dealt with the specific responsibilities and expertise of each respondent, however, certain questions being of common concern to more than one of the respondents, were included in each of the appropriate questionnaires, thus gaining a broader perspective and response to issues of common interest to the respondents.

- A draft copy of the aforedescribed questionnaires were circulated among 12 program sponsors, 7 school representatives, and 9 apprentice instructors, in Northern and Southern California, for the purpose of field testing the questionnaires before publication and distribution throughout the state. The questionnaires were also reviewed by several officers of State Apprenticeship and Educational Agencies.

- Suggested changes received from the field test run were considered, and where appropriate, were incorporated into the final copy mailed to the three different respondent groups.

- Statewide mailing lists of program sponsors (Apprenticeship Committees and Committee Directors and Coordinators) were acquired from the State Division of Apprenticeship Standards. Mailing lists of secondary schools (ROP's-ROC's-adult schools) having apprentice classes throughout the state, were provided through the vocational education office of the State Department of Education. The project staff prepared a mailing list of the 53 community colleges in the state that offer classes for apprentices.

- The questionnaires, with a cover letter, were mailed to respondents in the following numbers; a) 532 program sponsors (JAC's and Unilateral apprenticeship committees), b) 132 program sponsor directors and coordinators, and c) 53 community colleges, 29 adult schools, and 10 secondary regional occupational programs and centers, and d) 277 instructors. Total questionnaires mailed, 1033. The 132 questionnaires directed to program sponsor directors and coordinators would be duplications of that number directed to the apprenticeship committees.

- In response to the first mailing, completed questionnaires were returned by; 94 program sponsors and/or their directors and coordinators, and 36 school representatives, including a questionnaire for the school, a supplemental craft questionnaire pertaining to each trade having classes in the school, and the questionnaires completed by the different craft instructors. These numbers constitute a 39.1% return of school questionnaires, and a 13.5% from program sponsors and/or their representatives.

- Approximately 45 days after the original mailing, a follow-up mailing was made to all nonrespondents, urging them to return the completed questionnaires. The follow-up mailing to nonrespondents succeeded in getting the questionnaires returned in the following numbers, which constitute the final tally. Program sponsors, 208 returns (39.0%); community colleges, 23 returns (43.3%); secondary schools, 13 returns (33.3%); instructors, 156 returns (56.3%).

- In accordance with the project provisions, 22 training sites were visited, divided between Northern and Southern California, and large and small programs. Interviews were conducted with representatives of program sponsors and schools, as a supplement to the data collected on the questionnaires. Interviewees were encouraged to free-wheel on any problems and concerns they held, regarding ways and means on how program sponsors and school representatives can work together to improve the services of the public schools to the state apprenticeship programs.

- As a further method for refining and validating the integrity of data written into the final project report by the consultant, an editorial review committee was convened to review the draft copy of the reports and to make suggestions, and to give guidance to the consultant on the preparation of the publication copy.

PART II

Summary of Survey Findings

by

Data Category - Sub-Parts A, B, C

A - Questionnaire Data

B - Training Site Interview Data

C - Instructional Material Systems & Evaluation

Introduction

Data collected for the project report came from three primary sources; a) questionnaires, b) training site interviewees, and c) a review and evaluation of the instructional material systems.

Part II of this report is a summary of data compiled from the above three categories and the findings will be reported under Part II: Subparts A, B, and C.

When evaluating and reacting to the data in this report, the reader is reminded that the survey was not intended to be a comprehensive, all inclusive survey of apprenticeship programs per se. Rather, the survey was intended to give major emphasis to problems and issues that concern public school services to apprenticeship program constituencies.

Part II-Subpart A: Questionnaire Data

PART II-A

Introduction to Questionnaire Data-Subpart A

Four different questionnaires were developed to survey: a)program sponsors, b) school instructors, and c) school representatives. Two questionnaires were mailed to the school representatives; one on general school matters and one dealing with instructional programs for each different apprenticeship craft in the school. The questions included in each questionnaire were written to elicit data that would fulfill the 10 objectives of the project and also, be appropriate and fitting for exploring the specific expertise and experiences of each of the three respondents.

Some of the same questions were directed to one or more of the respondents. The purpose was to get a cross section of thinking on the same or similiar questions. Because of the mass of data collected on the different questionnaires from several respondents throughout the state, it was necessary to combine and summarize the questionnaire data by the different respondent categories, noted in the following tables. The data is intended to give a general big picture look, and profile of all the apprenticeship programs in the State of California.

In the following format questions from the four different questionnaires were combined, and answers to the questions are listed as an indicated percentages of the yes and no answers, to the number of questions answered by the respondents on the questionnaires. A summary of pertinent comments by the different respondents will also be listed under each relevant question, using the identification symbols at the top of the table on the following page.

The page opposite each of the tables contains a summary of the figures on the table and a brief discussion of these figures. The data discussed is number keyed to the questions and data on the table.

COMBINED QUESTIONNAIRES DATA

THE FOLLOWING IS A COMPOSITE OF THE QUESTIONS THAT WERE INCLUDED IN THE QUESTIONNAIRES DIRECTED TO THE RESPONDENTS IDENTIFIED IN THE BOXES.

NA (NOT APPLICABLE) IN THE ANSWER BOXES, FOLLOWING THE QUESTIONS, INDICATE THAT THE QUESTION WAS NOT APPLICABLE TO, NOR WAS IT ON THE QUESTIONNAIRE DIRECTED TO THAT PARTICULAR RESPONDENT.

RESPONDENTS' ANSWERS TO THE QUESTIONS BELOW WERE TALLIED AND CONVERTED TO THE FOLLOWING PERCENTAGES NOTED FOR EACH RESPONDENT CATEGORY. THE PERCENTAGES REPRESENT THE TOTAL OF QUESTIONS ANSWERED TO THE TOTAL NUMBER OF RETURNS. THE FOLLOWING LETTERS ARE USED TO IDENTIFY THE SOURCE OF THE COMMENTS MADE IN THIS PORTION OF THE REPORT: PS - PROGRAM SPONSOR: SR - SCHOOL REPRESENTATIVE: AI - APPRENTICE INSTRUCTOR.

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
INSTRUCTIONAL MATERIALS	percentages	percentages	percentages
1-a. Do the apprentices in your program have access to instructional materials specifically prepared for the craft?..	Yes 79.3 No 10.3	Yes 92.7 No 3.2	Yes 83.6 No 3.1
1-b. If your answer to question 1-a is YES, are such materials prepared and published by:			
1. The California State Department of Education?.....	Yes 32.0 No 26.6	Yes 38.7 No 25.8	Yes 45.9 No 18.3
2. The Craft-Joint Training Trust Fund (labor-management)?......................................	Yes 56.1 No 13.3	Yes 51.6 No 18.5	Yes 50.9 No 15.8
3. The labor union?..................................	Yes 28.0 No 26.6	Yes 20.1 No 32.5	Yes 40.8 No 26.4
4. The company of the apprentices' employment?.......	Yes 11.8 No 34.9	Yes 3.2 No 40.3	Yes 16.9 No 33.3
5. Other? Please identify:..........................	Manufacturers' manuals Product broch. Industry Pub.	Industry broch. Periodicals Technical Pub.	Trade manuals Private Publisher College texts
6. Instructor? Please estimate the percentage of instructor prepared materials used................	31.0%	36.8%	44.0%
7. Are available instructional materials adequate?...	Yes 61.5 No 13.5	Yes 70.1 No 20.9	Yes 64.1 No 19.4
8. Is there a systematic plan for updating these materials?...	Yes 61.5 No 18.2	Yes 40.3 No 14.5	Yes 59.7 No 22.0
9. Please comment on need for new or revision of presently used instructional materials:			
PS Representative comments: 15 want assistance of educators in acquiring and developing instructional materials. 23 request help in updating and revising their curricula. 7 expressed need for more audio-visual aids. 7 want funding for research and compilation of data, on the new developing technologies affecting their apprentice training programs.			
AI Summary of instructor comments: materials prepared out of state do not always focus on local conditions, e.g. building codes. Need more standardized instructional materials with related audio visual aids. Good programmed instruction programs would be desirable. Appropriate testing and demonstration tools, equipment, and materials are very necessary.			
1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:			
1. Craft related subjects?..........................	Yes 14.2 No 7.3	Yes 12.9 No 5.6	Yes 11.3 No 5.3
2. Craft manipulative skills?.......................	Yes 16.7 No 4.9	Yes 25.0 No 10.4	Yes 12.5 No 3.1
Please explain needs:			
PS The few comments offered concerned training fund efforts to keep materials updated, and suggestions that the schools provide more assistance to program sponsors trying to do the job.			
AI The consensus of instructor remarks were: we need up-to-date related instructional materials, and shop or lab facilities where demonstration tools and equipment can be used to teach processes and procedures, including prototype and mock-ups. Also need storage space.			

SUMMARY PERCENTAGES & DISCUSSION OF QUESTIONNAIRE DATA

The percentages used in the following summary are the average of the percentage in each of the respondent categories noted on the questionnaire data table. The data discussed below is number keyed to the questions and data on the table of the opposite page.

Instructional Materials

1-a. 85% of the questionnaire respondents answered yes, their apprentices do have access to instructional materials specifically prepared for their craft. 5.5% said no to the question; others did not answer yes or no. Not minimizing the importance of meeting the need of the 5.5%, who answered no, one might conclude that by using the combined resources of the state and program sponsors, registered apprentices in California are being reasonably well served.

1-b. 38.8% of the respondents identified the California State Department of Education (CSDE) as the source of the instructional materials they use. 52.8% checked the Training Trust Funds as the source of their materials. 29.6% said their materials source was the union. Another 10.6% stated that the company of their employment was the source of their materials. An average of the respondents believe the instructors are preparing 37.2% of their materials.

An analysis of the above figures would suggest that the major trades having access to Training Trust Funds prefer to privately develop their own instructional materials. Reasons for this preference was not sought. Conversely, 38.8% of the 52 trades completing the questionnaire say that they use CSDE materials. Thus it is evident CSDE is singularily providing instructional materials for a sizeable number of the State's apprenticeship programs. 29.6% indicated they were using labor union prepared materials. This might suggest that these craft programs do not have access to Training Trust Funds. 40.8 of the instructors said they were using union prepared materials. Program sponsors noted 28.0%. There is other evidence on the questionnaires that suggest that the discrepancies in these percentages may be that instructors believe that they are using union prepared materials, when in fact, they are using Training Trust Fund materials.

The 10.6% who stated that they use company prepared materials in their programs, are in the main, the large employers who have few apprentices in any one trade, but several trades that are different than the conventional programs. Hence, a need for instructional materials that are non-conventional. By combining the percentage answers of the three respondents, 65% stated that the instructional materials available are adequate. 53.8% said that there is in existence a systematic plan for revising and updating the materials. Allowing for the no answers on the questionnaire, and those that did not answer yes, 35.0% of the respondents may be saying that their materials are not adequate. This would suggest a need for further development and/or need for revision.

1-c. Of those that said no they did not have access to craft oriented instructional materials, 12.8% said they need related materials and 18.0% said they need materials for teaching manipulative skills. The above 18.0% places emphasis on the teaching of tool skills, which is a trend in the majority of trade programs, resulting from poor on-the-job rotation and training opportunities. Further on in these tables, under 3-b, the respondents estimated that 47.3% of the instructional time should be devoted to the shop-lab type of training.

EVALUATION OF INSTRUCTIONAL MATERIAL

NOTE: Instructor responses and school representative responses to the questions on this page will be found in the section of this report titled: Questionnaire Data by Craft Programs. See Appendix B

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided the usefulness and effectiveness of each type of material used in your classes.

Source Symbols:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales:

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating and number 5 the highest rating.

		1 2 3 4 5	
• Course Outline Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Instructor Guides Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Assignment & Information sheets Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Audio-Visual Aids Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Test Materials Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Special Instruments and/or tools Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____
• Consumable Materials (soft & hard) Source: ________	Usefulness: Effectiveness:	┼┼┼┼	check if not available ____

Evaluation of Instructional Materials

2-a and 2-b

School representatives and apprentice instructors were requested to evaluate the instructional materials available to them, using a scale numbered 1 through 5; number 1 being the lowest rating and number 5, the highest rating. 37.7% of the school representatives completed the evaluation form, and 35.9% of the instructors completed the form.

The combined ratings of the apprentice instructors and school representatives of all instructional materials are as follows:

Rating Scale	Lowest				Highest
	1	2	3	4	5
School Representatives	1.1%	4.9%	17.4%	48.4%	28.0%
Apprentice Instructors	2.0%	4.0%	26.4%	32.1%	35.3%

The seven components of the instructional materials used in apprentice classes were evaluated in units and then combined in the above percentages without regard to the source of the materials, i.e: public or private. The seven components include: a) course outlines, b) instructor guides, c) assignment & information sheets, d) audio visual aids, e) test materials, f) special instruments & tools, and g) consumable materials.

See Appendix B for the evaluation of instructional materials by individual programs.

Source of Instructional Materials

The following table identifies the seven components of the normal package of instructional materials for apprentices, and the instructor and school representatives identification of the publisher of such materials.

	APPRENTICE INSTRUCTOR	SCHOOL REPRESENTATIVE
COURSE OUTLINE SOURCE:		
CSDE	19.4%	8.8%
JTTF	35.8%	22.5%
LU	8.1%	4.8%
TAC	.6%	3.2%
IPM	16.3%	24.1%
OTHER	7.0%	.8%
LSM	7.0%	32.2%
INSTRUCTOR GUIDES SOURCE:		
CSDE	15.0%	6.4%
JTTF	35.8%	25.8%
LU	12.5%	6.4%
TAC	7.5%	5.6%
IPM	16.3%	17.7%
OTHER	3.7%	.8%
LSM	3.7%	5.6%
ASSIGNMENT & INFORMATION SHEETS SOURCE		
CSDE	6.2%	3.2%
JTTF	25.1%	24.1%
LU	6.8%	3.2%
TAC	3.1%	4.0%
IPM	32.7%	33.0%
OTHER	8.1%	2.4%
LSM	6.9%	9.6%
AUDIO-VISUAL AIDS SOURCE:		
CSDE	3.7%	1.6%
JTTF	30.8%	31.4%
LU	5.6%	8.0%
TAC	4.4%	1.6%
IPM	13.2%	26.6%
OTHER	11.3%	4.0%
LSM	22.0%	25.8%

	APPRENTICE INSTRUCTOR	SCHOOL REPRESENTATIVE
TEST MATERIALS SOURCE:		
CSDE	13.2%	4.0%
JTTF	27.6%	27.4%
LU	6.2%	4.8%
TAC	2.5%	3.2%
IPM	34.5%	41.1%
OTHER	6.2%	1.6%
LSM	5.6%	5.6%
SPECIAL INSTRUMENT AND/OR TOOLS SOURCE:		
CSDE	4.4%	0.0%
JTTF	32.7%	32.2%
LU	10.0%	9.6%
TAC	2.5%	4.0%
IPM	5.6%	6.4%
OTHER	7.4%	6.4%
LSM	18.2%	29.0%
CONSUMABLE MATERIALS SOURCE:		
CSDE	4.4%	0.0%
JTTF	32.7%	37.9%
LU	8.8%	8.0%
TAC	3.1%	3.2%
IPM	6.2%	7.2%
OTHER	5.0%	3.2%
LSM	20.0%	29.8%

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
INSTRUCTIONAL FACILITIES	percentages	percentages	percentages
3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes?......	Yes 42.3 No 38.9	Yes 65.0 No 24.0	Yes 72.3 No 30
3-b. If your answer to question 3-a is YES, are the facilities provided:			
1. Classrooms for related instruction?...............	Yes 37.4 No 6.4	Yes 64.5 No 15.3	Yes 61.6 No 30
2. Shop and/or labs for manipulative skill training?.	Yes 25.0 No 11.8	Yes 41.9 No 9.6	Yes 61.0 No
3. A combination of classroom & shop type training?..	Yes 33.0 No 8.8	Yes 43.5 No 16.2	Yes 52.2 No 10
4. If a combination of related subjects (classroom) and shop-lab facilities are used, please explain and estimate the percentage of time devoted to:			
Related Subjects.........	55.0%	48.0%	55.0%
Shop-Lab.................	45.0%	52.0%	45.0%
PS Representative comments were - more specialized facilities are needed for teaching the tool skill portions of the apprentices' training. Some schools will not make their day school shops or labs available to apprentice classes. Too few schools have the type of facilities needed.			
5. In your judgment is manipulative training a necessary part of the apprentices' related and supplemental instruction?.........................	Yes NA No NA	Yes NA No NA	Yes 55.0 No 1
If YES, what percent?.............................	NA	NA	51.0%
3-c. If your answer to question 3-a is NO, please describe the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the school's instructional program.			
PS The few comments made dealt with the need for instructional facilities geared directly to the specific needs of the craft program involved.			
3-d. Are the facilities provided: On Campus?.........	41.3%	56.4%	NA
Off Campus?........	32.5%	41.9%	NA
If off campus, rent paid by: School?............	19.2%	27.4%	NA
JAC?...............	18.7%	20.9%	NA
Other?.............	10.8%	7.2%	NA
Who pays for utilities, supplies, janitorial services, etc. School?............	26.6%	62.0%	NA
Other?.............	24.6%	29.0%	NA

Instructional Facilities

3-a. 59.8% of the respondents answered yes, there are adequate school facilities available for meeting the needs of apprentice classes. Conversely, 31.0% answered no, there are not adequate public school facilities for meeting the needs of apprentice classes. This inadequacy would suggest that the schools and program sponsors jointly develop strategies and practices for coping with the facility problem.

3-b. Of the school facilities provided, 54.5% are for classroom instruction and 42.6% said the facilities were shops or labs. The respondents were asked to estimate the percentage of time that should be devoted to related instruction and shop-lab instruction. The consensus; related instruction 52.6%; shop-lab 47.3%. It is noted that there is reasonable consistency between the figures identified as what facilities are provided for related instruction (54.5%) and shop-lab (42.6%) and the instructional time devoted to related instruction (52.6%) and shop-lab (47.3%)

55.0% of the instructors believe that shop-lab manipulative skill training should be a part of the apprentice's school training. Instructors further believe that 51.0% of the apprentice's school instruction should be manipulative skill training.

3-c. See 3-c. PS

3-d. Of the facilities provided 48.8% are reported to be on campus, while 37.2% are off campus.

For the facilities off campus, 23.3% say the school pays for the rent. The program sponsor pays for 19.8% of the off campus rent. Other not identified pays rent for 9.0% of the facilities.

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
CREDIT FOR APPRENTICE CLASSES	percentages	percentages	percentages
4-a. Does your institution (Adult School, ROP/ROC/College) grant academic credit to apprentices who satisfactorily complete work in apprentice classes?...........	Yes NA No NA	Yes 78.0 No 15.6	Yes NA No NA
4-b. Adult School, ROP's & ROC's			
1. Are the apprentice classes in your school accredited, according to the same criteria and standards used for granting academic credit for work satisfactorily completed in other classes?....................................	Yes NA No NA	Yes 40.6 No 3.1	Yes NA No NA
2. If your answer to question 4-a is NO, please describe exceptions and the criteria for such exceptions:			
SR No exceptions were noted by the adult schools or ROP/ROC(s) for granting credit for apprentice study work, on the same basis as used for other credit classes.			
3. Where desired and requested can academic credit earned in apprentice classes be used for high school graduation?...........................	Yes NA No NA	Yes 34.3 No 12.5	Yes NA No NA
4-c. Community Colleges			
1. Are the apprentice classes conducted in your college accredited according to the same criteria and standards used for granting academic credit to other similiar classes in the community college?	Yes NA No NA	Yes 68.0 No 3.1	Yes NA No NA
2. If your answer to question number 4-c is NO, please describe exceptions, and the criteria for such exceptions:			
SR Community colleges did not note any exceptions to the criteria used for granting academic credit to apprentice classes on the same basis as other classes. However, different requirements for the major and/or the AA or AS were evident in the comments. One college indicated that no associate degree could be earned by using credits for work taken in apprentice class.			
3. Can academic credit earned in apprentice classes be used to fulfill requirements for the Associate Degree?..	Yes NA No NA	Yes 59.0 No 9.3	Yes NA No NA
Maximum units allowed toward the Associate Degree.	NA	8 to 54	NA
Comment:			
SR The few comments made on this question were somewhat confusing because they were not defined in relationship to other requirements, the length of the program, requirements for a general major, work experience credits, electives, etc.			
REGISTRATION & INTERDISTRICT PERMITS			
5-a. Has your school and program sponsor representative experienced any difficulties in registering apprentices for school classes due to interdistrict attendance agreements?................................	Yes 26.1 No 45.3	Yes 12.5 No 84.3	Yes 15.7 No 63.5
5-b. If YES to question 5-a, was the difficulty with:			
1. The apprentices' district of residence?...........	Yes 24.6 No 2.4	Yes 9.3 No 6.2	Yes 8.1 No 3.7
2. The district offering the apprentice classes?.....	Yes 12.3 No 10.3	Yes 6.2 No 6.2	Yes 4.4 No 3.7
3. Were such transfer difficulties satisfactorily resolved?...	Yes 11.3 No 13.3	Yes 9.3 No 6.2	Yes 7.5 No 3.7

Credit for Apprentice Classes

4-a. 78% of the school (secondary and college) respondents said they are granting credit for work satisfactorily completed in apprentice classes. No reasons were given by the respondents on why 15.6% of the schools were not granting academic credit for satisfactory work completed in apprentice classes.

4-b. 40.6% of the secondary schools stated that they are accrediting apprentice classes according to the same criteria and standards used for other classes; 3.1% say they are not. No exceptions were given for the no answers. The remaining 56.3% did not answer question 4-b.1. Only 34.3% of the adult-ROP/ROC schools stated that credits earned in apprentice classes could be used for high school graduation if desired. 12.5% answered no, the credits could not be used for graduation. 53.2% of the schools did not answer question 4-b.3 on the table.

4-c. 68.0% of the community colleges stated that they are accrediting apprentice classes according to the same criteria and standards used for other college classes. 3.1% say they are not.

59.0% of the colleges stated that credit earned in apprentice classes can be used toward fulfillment of requirements for the associate degree. 9.3% answered no to this question.

4-c 3. There is a wide discrepancy between the number of units allowed toward the associate degree requirements for work taken in apprentice classes. The range is from a low of 8 to a high of 54 units. This discrepancy would suggest that there are no state standards that prevail in regulating uniformity and practice on such matters.

It will be further noted that there is a 9.0% discrepancy between the 68.0% of colleges that say they accredit apprentice classes like other classes and the 59.0% of colleges that allow these units toward the associate degree requirements.

Registration and Interdistrict Permits

5-a. 18.1% of the respondents concerned with registering apprentices stated that they encountered difficulty in getting interdistrict permits for registering nonresident apprentices. 64.3% stated no difficulties.

It will be noted in item 5-a that there is a 13.6% discrepancy between the program sponsors perceptions of the interdistrict problem and those of the school representative.

5-b. Respondents believe that 14.0% of the problem is with the apprentices' district of residence. 7.6% stated that the problem was with the district offering the classes. 9.3% stated that the difficulties were satisfactorily resolved.

The above 18.1% figure of those having difficulty should suggest that state educational authorities take appropriate action to alleviate this problem and bring about uniformity in practices.

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
REGISTRATION & INTERDISTRICT PERMITS (contd)	percentages	percentages	percentages
4. Please explain any problem of registration that needs to be resolved through joint cooperation and negotiation:			
PS 35 respondents made comments on registration such as: we feel harassed by school technicalities. Hours for registration are inconvenient. JAC roll sheets and school computers are at odds. More uniformity is needed between districts. Student body fees for apprentices are not justified. Some apprentices have to take off work to register. Suggestion: continuous enrollment. Eliminate interdistrict permits. Some districts will not cooperate. This creetes enrollment and class size maintenance problems.			
SR Registered, non-union apprentices should be allowed to enroll in apprentice classes. Some of the small apprentice classes need non-apprentice enrollment to cover class costs. Some college board policies provide that all classes have open enrollment. Schools must operate according to the education code. If the education code is incompatable with the labor code, state officials should correct this problem. Respondents believe that most interdistrict and registration problems can be solved through improved communication with program sponsors.			
AI General consensus was that apprentice registration should be kept separate from conventional student registration systems and procedures.			
ISOLATED APPRENTICES			
6-a. Does your school(s) provide related instruction to isolated apprentices through correspondence courses, or otherwise as described in Sec. 3074 of the apprenticeship labor code?............................	Yes NA No NA	Yes 12.5 No 87.5	Yes NA No NA
Number?...........	NA	34	NA
6-b. Are there problems and/or a need that you are aware of for serving isolated apprentices in your district?	Yes NA No NA	Yes 12.5 No 78.1	Yes NA No NA
Number?........... Please explain:	NA	15	NA
SR JATC runs program using correspondence courses. There is poor control, slow turn around and feedback from apprentices. Long travel distances and high transportation costs behoove school and program representatives to improve and expand correspondence studies for isolated apprentices.			
6-c. Are there any problems and/or needs for serving isolated apprentices within the jurisdiction of your apprenticeship committee?............................	Yes 19.2 No 43.8	Yes NA No NA	Yes NA No NA
6-d. If there are isolated apprentices in your program, how are they presently being served with related instruction? Please explain:			
PS 9 respondents noted that home study materials are used in their programs. 12 used correspondence courses with area coordinators supervising. 3 programs use materials provided by their national organizations, supplemented with special hands-on equipment training. 1 sponsor stated that week-end classes were provided in a private home. Others reported attending related courses (not apprentice courses) in nearby colleges or adult schools. 1 respondent reported apprentices commuting 75 miles round trip twice weekly. Another reported 150 miles round trip. Over 100 miles JAC pays apprentice expenses.			
6-e By definition of Labor Code Sec. 3074 (Shelley-Maloney) how many isolated apprentices are in your program?..........................Number?..........	1,068	NA	NA

Isolated Apprentices

6-a & b. 12.5% (34 apprentices) of the school respondents stated that they were providing related instruction to isolated apprentices. 87.5% said no, they were not. 12.5% stated they were aware of need for serving isolated apprentices (15 apprentices) in their districts.

6-c. Program sponsors: 19.2% said they do have problems and/or a need for serving isolated apprentices in their programs. 43.8% say they have no isolated apprentice problem. 37.0% did not answer the question.

6-d. Respondent comments described a variety of ways on how isolated apprentices are being served. See 6-d PS.

6-e. Program sponsors stated that they have 1,068 isolated apprentices in their programs by definition of the Apprenticeship Labor Code Section 3074.

The above figures and the respondent comments suggest two basic problems that should be addressed; a) there is no comprehensive developed communications and operational system for serving isolated apprentices, and, b) the number of isolated apprentices in the state would seem to justify California Apprenticeship Council efforts in providing a forum for finding ways and means for coping with the problem.

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
FINANCIAL SUPPORT	percentages	percentages	percentages
7-a. Please identify and describe any adverse effects that Proposition 13 cutbacks has had on the operation of classes for apprentices:			
PS 72 respondents replied none. Others said they believe Prop. 13 responsible for: cutback of funds to purchase equipment, audio-visual aids, supplies, restriction on class sizes, start of new classes, dropping classes for on going programs with too few apprentices, less school services and materials, less school coordination, etc.			
SR Typical respondent comments were: tight budget, cannot expand. Forced reduction in staff, class sections, supplies, equipment and maintenance. Kept instructor salaries low. Increased class sizes and reduced schools' ability to provide instructional materials and related services.			
7-b. Are the current levels of financial support for apprentice classes adequate to meet code and instructional requirements?..........................	Yes 30.0 No 28.5	Yes 62.5 No 37.5	Yes NA No NA
7-c. If NO to the question 7-b, please explain needs:			
PS More financial assistance is needed for equipment, materials, and supplies. School district should help finance off-campus facilities. School should provide more support for apprentice programs not having training trust funds.			
SR Respondent comments were that financial support for apprentice classes were not adequate for all of the instructional requirements, e.g. funds for needed equipment and supplies. Funds for on, or off-campus shop type facilities. Funds for audio-visual materials and other instructional materials.			
7-d. Do you maintain a separate budget for apprentice programs?..	Yes NA No NA	Yes 56.2 No 43.7	Yes NA No NA
EXCESS COST AGREEMENTS			
8-a. As provided for in Sec. 3074 of the State Apprenticeship Labor Code, is there any joint agreement covering excess costs for apprentice classes between your Apprenticeship Program Sponsor (JAC and the school (s) providing the apprentice classes?..................................	Yes 9.3 No 45.8	Yes 28.1 No 71.8	Yes NA No NA
1. Written agreement? Explain:			
2. Verbal agreement? Explain:			
PS 13 respondents indicated they had verbal agreements with the schools and 8 said they have written agreements. The JAC and/or training trusts covered all excess costs in 2 agreements and partial excess costs in 3 reported agreements. One JAC reported paying their instructors for preparation time. 1 company reported paying excess costs and 1 plan reported paying all instructional costs.			
SR Many program sponsors refuse to enter into agreements for excess costs. Conversely many sponsors subsidize instructors to equal journeyman wages, or to pay for instructor preparation time. In a few cases, low enrollment classes are subsidized.			

Financial Support

7-a. Respondent comments on the effect of Proposition 13 cutbacks effecting apprentice classes were rather mixed. The structure of comments made it difficult to extract definitive figures on the number of respondents associated with the different comments. See 7-a. PS and SR

7-b. 46.2% of the respondents believe that present financial support for apprentice classes is adequate. 33.0% say that it is not adequate.

There is a sizeable discrepancy between the perceptions of the school representatives and the program sponsors on what they consider as adequate budget.

Program sponsors say 30.0% yes and 28.5% no, while school representatives say yes, 62.5% and 37.5%, no.

7-c. See program sponsor and school representative comments.

7-d. 56.2% of the school representatives say they maintain a separate budget for apprentices. 43.7% say they do not.

Excess Cost Agreements

8-a. The apprenticeship Labor Code Section 3074 provides for joint excess cost agreements between program sponsors and the schools to cover excess costs for apprentice classes. 18.7% of the respondents say yes, they have these agreements. 58.8% said they do not have agreements, verbal or written. Again, it will be noted that there are wide discrepancies between what the program sponsors and school representatives say. 9.3% of the sponsors say they have excess cost agreements, while 28.1% of the school representatives say they have these agreements with the program sponsors.

See 8-a PS and SR for the respondents description of excess cost agreements, and the kind of services provided through these agreements.

	PROGRAM SPONSOR	SCHOOL REPRESENTATIVE	APPRENTICE INSTRUCTOR
LABOR-EDUCATION CODES	percentages	percentages	percentages
9-a. Identify any apparent conflicts that may exist between the provisions and interpretations of the Education Code and the Labor Code, that relate to the operation of classes for State Registered Apprentices.			
PS A few respondents commented that open enrollment in apprentice classes is a problem. The merger of unrelated classes does not work. Instructors are not aware of money available for field trips and other special needs.			
SR Education code provides for open enrollment, labor code provides for closed classes. School representatives cannot allow labor code to take precedence over education code. Some program sponsors want to ignore school rules that are based on education code. Board policies and state labor and education codes governing apprentice classes need uniformity and continuity in their application.			
9-b. If there are conflicts in the above cited codes, do these conflicts adversely affect the operation and/or administration of instructional programs for apprentices?..	Yes 13.3 No 23.6	Yes 12.5 No 37.5	Yes NA No NA
PRE-APPRENTICE TRAINING			
10-a. Would your school be interested in exploring in cooperation with the JAC in your area, the need for and/or desirability of a craft pre-apprentice program? Such a program would be designed to develop in interested youth, the basic skill tools, technical knowledge and understanding necessary for becoming apprentices in the specific trades.......	Yes NA No NA	Yes 50.0 No 9.3	Yes NA No NA
Let's talk about it.................................	NA NA	50.0	NA
10-b. Would your JAC and affiliated organizations be interested in exploring in cooperation with the school(s) in your area the need for and/or desirability of a craft pre-apprentice program? Such a program would be designed to develop, in interested youth, the basic tool skills, technical knowledge and understanding for becoming apprentices in your trade...	Yes 25.6 No 23.6	Yes NA No NA	Yes NA No NA
Let's talk about it.................................	39.9	NA	NA
PREREQUISITE FOR ENROLLING IN APPRENTICE CLASSES			
11-a. Has your district implemented the provisions of the Labor Code (Shelley-Maloney Act) Sec. 3074.3 providing for State Registered Apprentices being a pre-requisite for enrollment in related and supplemental instruction classes for apprentices?.....	Yes NA No NA	Yes 78.2 No 18.7	Yes NA No NA
TEACHING CREDENTIALS			
12-a. Please identify the type of teaching credential you hold:			
Class "D" Vocational	NA	NA	13.8%
Class "A" Vocational	NA	NA	5.6%
Special Limited Service	NA	NA	28.3%
Provisional	NA	NA	3.7%
Standard Designated Subjects: Full time	NA	NA	15.7%
Part time	NA	NA	27.4%
Other	NA	NA	18.3%
AVERAGE ENROLLMENT IN APPRENTICE CLASSES			
13-a. Please estimate the average enrollment of apprentices in your classes:..........................	NA	NA	24

Labor-Education Codes

9-a. See 9-a. PS and SR for respondent comments on the identification of apparent conflicts between the provisions of the labor and education codes. It will be noted that there are apparent conflicts in both the provisions and interpretations of the two codes relating to the operation of apprentice classes. These conflicts suggest that state authorities assume the responsibility for seeking the changes that will harmonize code provisions, and bring uniformity into the code provisions that control apprentice program operations.

9-b. 13.3% of the program sponsors, and 12.5% of school representative respondents believe these code conflicts do adversely effect the instructional program for apprentices. 23.6% of the program sponsors and 37.5% of the schools said there were no adverse effects on the instructional programs.

Pre-apprentice Training

10-a. 50.0% of the school representatives said they were interested in exploring with program sponsors the need for pre-apprentice classes. 9.3% said they were not interested.

10-b. 25.6% of the program sponsors said they were interested in exploring this idea with the schools. 23.6% said they were not interested. However, 39.9% said "Let's talk about it".

These figures would suggest that approximately 45.0% of the respondents are willing to talk about the feasibility of pre-apprentice classes. Further that local school and program representatives interested in such programs initiate surveys, and/or other actions necessary for opening up dialogue on the subject.

Prerequisite For Enrolling In Apprentice Classes

11-a. 78.2% of the schools stated that the apprenticeship Labor Code Section 3074.3 has been implemented. The code provides that state registration as an apprentice is a prerequisite for enrolling in apprentice classes. 18.7% of the schools stated no, they have not implemented this section of the code. No reason was given. It is possible that this number of schools believe that this labor code section is in conflict with the education code providing for open enrollment in all classes.

Teaching Credentials

12-a. Apprentice instructors identified the teaching credentials they hold as follows: Vocational Class A, full time, 5.6%; Voc. Class D, part-time, 13.8%; Special Limited Service, part-time, 28.3%; Provisional (all requirements not yet met) 3.7%; Standard Designated Subjects, full time, 15.7%; Standard Designated Subjects, part-time, 27.4%; and other type credential (not identified) 18.3%.

Average Enrollment in Apprentice Classes

13-a. The average enrollment for apprentice classes reported by the 277 apprentice instructors was 24 apprentices per class.

Part II-Subpart B: Interview Data

PART II-B

SUMMARY OF DISCUSSIONS WITH INTERVIEWEES

Introduction to Interviewee Data-Subpart B

The information in this part of the report is a consensus of the discussions between the consultant and the interviewees. The discussions resolved around questions designed to supplement the questionnaire data, and to gather interviewee perceptions on how public school services to apprenticeship programs can be strengthened.

Each of the discussion items, beginning with number 1. Instructional Materials, will be reference keyed to the recommendations in Part III. The recommendations are based on these interviewee discussion items, and the data contained in the questionnaire data tables.

Part II-B

Introduction to Training Site Interview Data-Subpart B

As provided for in the project, 22 randomly selected apprentice trainin sites were visited, and interviews were held with apprentice representatives at the sites. (See Appendix A for names, locations and the affiliate institutions of the interviewees.) Training sites were visited in both the Northern and Southern California areas. Interviewees, both school and program sponsor representatives were encouraged to identify and discuss any issues of concern that they believe to be in the best interest of the statewide apprenticeship programs. They were asked to give major emphasis to the progra of public school services to apprenticeship, the main objective of the proj

The following is a summary of the interviewees' general comments and the discussion of related subjects among the interviewees and the project consul

GENERAL COMMENTS BY INTERVIEWEES

Funds for Apprentice Classes

There was general agreement among interviewees that public school funds f apprentice classes, were adequate for instructor salaries, basic materia and in some cases audio-visual aids, supplies and eqiupment. However, m than 90% reported inadequate funds for developing and providing instructional materials, other than on a minimum basis. Likewise, funds for the construction and/or lease of shop or other specialized facilities, were w few exceptions, reported as inadequate.

Access to School Shops and Labs

Some schools deny apprentices access to their shop or lab programs, becau day school personnel do not approve use of these facilities for evening classes.

Working Relationships

Both the school and program sponsor representatives reported satisfactory working relationships with one another. No problems of major consequence were identified.

Isolated Apprentices

Program sponsors and school representatives should work together in findi ways to serve isolated apprentices, including those apprentices in trades with too few apprentices to form their own class.

Comprehensive Plan on Instructional Materials

There should be a comprehensive statewide plan for systematically updatin and revising instructional materials including both public and private agencies. Time lags for revising and publishing changes must be given more attention.

Survey of Apprentices

Apprentices should be surveyed on their perceptions of the apprenticeship training program, its weak points and its strong points. Also to help identify where changes are needed in the program.

Research on Technology Changes

Research is needed to identify the changing technologies in each trade, which need to be incorporated into the curriculum on a periodic basis.

Travel Distances for Apprentices

Many apprentices are required to travel unreasonably long distances to attend classes. Some apprenticeship committees are too severe in imposing such requirements. They should search for other ways of accommodating the apprentices' needs.

Program Sponsor Perceptions of Colleges

More than 50% of the program sponsors expressed the belief that a majority of school representatives, mostly general administrators, are not oriented to the apprenticeship type of programs, and that they do not understand or appreciate community centered programs. The program sponsors further commented that too many of the colleges are academically controlled, inflexible, and non-adaptive to general community needs.

Program Sponsor Demands

There was a general feeling among school representatives that some of the program sponsors make unreal demands on the schools for facilities and services that cannot be provided on short notice. They believe that more consideration must be given to the time-lines needed for planning and implementing programs involving unique facilities and services.

Cooperative Planning

There was consensus among school representatives that there is too little cooperative planning between representatives of the Division of Apprenticeship Standards, program sponsors, and the schools when promoting and launching new programs. It was noted that new apprenticeship programs often emerge without prior knowledge of school representatives. Often time demands are made for school classes without any preplanning for instructional materials or facilities.

Responsibilities and Lines of Authority

Less than half of the interviewees indicated a concern that too few of the apprenticeship representatives seem to understand and/or practice the legal role and responsibilities of their position. It was suggested that guidelines be developed and advertised, setting forth the legal and cooperative authority and responsibilities of each party to the apprenticeship program arrangement.

DISCUSSION ITEMS WITH INTERVIEWEES

1. Instructional Materials

Summary and Substance of Discussions:

- Interviewees took note of the provisions of Section 3074 in the apprenticeship labor code, concerning public school responsibilities for instructional materials, when there is agreement with program sponsors.

- It was further noted that many of the major trade programs having access to training trust funds have accepted the responsibility for developing instructional materials for their own apprenticeship programs. There are many variations on how these programs operate. The programs may be operating on either a local, regional, state or national level. Then, too there are programs where the source of instructional materials may be the labor union, trade associations or individual companies.

- There was general agreement that the programs not having access to training trust funds or other similiar financial resources are almost totally dependent upon the public schools for the development and publication of instructional materials for their apprenticeship programs.

  There was general consensus among interviewees that it is logical and economical that instructional materials for these programs be prepared and published at the state level, as is now the practice with the State Department of Education.

  Local School districts and program sponsors must supplement state, national or regional efforts as necessary.

- There was further consensus that regardless of who accepts responsibilit for the development of instructional materials, public or private, there must be communication and coordination among all parties to this arrangement, if the efforts of each party is to be integrated into a comprehens systematic plan for developing, revising and providing instructional materials for all apprenticeship programs in the state. It was suggested that there be a centralized communications and coordination system established in the state for the purpose of tying together the efforts of public and private institutions, concerned with the development and distribution of instructional materials to the different state apprenticeship

SEE: Recommendation #1: page 39
Questionnaire Data: page 7 Items 1-a, b, and c

2. Instructional Facilities

Summary and Substance of Discussions:

- There was general consensus among school representatives and program sponsors that there is a serious need for more shops and/or laboratories where manipulative tool skills and processes can be taught through us of the project and process method.

Instructional Facilities (contd)

It was noted that the need for teaching tool skills and processes is a problem of escalating importance in a majority of the trades. This trend in apprentice training emanates from the problem of inadequate on-the-job rotation of apprentices. This lack of rotation denies the apprentice opportunity to develop skills in the several major processes of the trade necessary for becoming a journeyman. Therefore, the need for shop and/or laboratories for manipulative instruction is escalating, as comprehensive on-the-job training opportunities diminish.

- School andapprenticeship committee representatives agree that the acquisition and provision of more shop type facilities will require the coopoperative efforts of the schools and program sponsors.

Interviewees noted that many schools now provide adequate facilities for some trade programs, but do not have facilities that will accommodate other trade programs having unique or specific needs. It was noted that some schools are renting such special facilities off campus, wherever such facilities and finances are available. Other schools are financing the construction of these special facilities both on and off campus. An increasing number of the program sponsors who have access to training fund monies are constructing and operating their own training facilities. In some cases, these facilities are leased back to local schools who operate the facilities and provide the instruction.

Other arrangements provide that the training trust fund finance and provide the facilities, and that the local schools finance instructor salaries and other instructional services. An idea being discussed is that the program sponsor provide the facilities that are highly unique and limited to that trade's use, and that the local school pay back to the sponsor 15% of the ADA funds generated by the apprentices attendance and collected by the school district. This would be compensation to the sponsor in lieu of leasing the facilities.

- In the absence of comprehensive on-the-job work experiences, the school portion of the apprentices training is becoming more important as a vehicle for teaching tool and process skills that are not acquired on-the-job, but are important to becoming a journeyman. Hence, the need for more shops, equipment and materials availability in the school portion of the program. Interviewees agree that it's highly important that school representatives and program sponsors work cooperatively with the planning, financing, and acquisition of these needed facilities, and that the shared resources of each constituency concerned with the success of the program be pooled as a means for making the program work effectively on the local level.

SEE: Recommendation #2: page 39
Questionnaire Data: page 11 Items 3-a, b, c and d

3. Registration and Interdistrict Permits

Summary and Substance of Discussions

- Program sponsors were generally critical of certain schools in the state, who allegedly do not willingly cooperate on the problem of issuing inter-

Registration and Interdistrict Permits (contd)

district permits. They note that the problems are generally resolved after some unpleasant maneuvering experiences have passed. They furthe suggest that apprentices are full-time employed workers and part-time students, and therefore, it is difficult and expensive for the apprentices to take time off work to register according to the registration schedules established and enforced by some of the colleges. The interviewees suggest that state educational authorities, working with local districts, seek ways for simplifying and resolving the registration process.

- School Representatives generally agreed and acknowledged that there are interdistrict permit and registration problems, however, they felt the majority of these problems can be resolved through better communication on the local level. They further suggested that they believe that ther may be certain conflicts between the labor and education codes that con tribute to misunderstandings among apprenticeship constituencies.

SEE: Recommendation #4: page 40
Questionnaire Data: page 12 Items 5-a, and b

4. Isolated Apprentices

Summary and Substance of Discussions

- There was consensus among the interviewees that there are problems asso ciated with serving isolated apprentices. It was noted that the geogra phic residence and/or the work location sites of some apprentices prec their attendance in regular scheduled apprentice classes. Other isola apprentices may be those in occupations where too few apprentices are a vailable to form a class, or because there are no apprentice classes wi in a reasonable travel distance.

Interviewees represented only 6 trades out of the 48 trades reported in the state report on the enrollment of apprentices. (Questionnaire data will further report on the number of isolated apprentices in the state.

- Interviewees reported that isolated apprentices are now confronted wi the following options: a) travel unreasonably long distances to classes offered in geographic areas other than where they live or work, b) at evening extension classes in subjects most nearly meeting their needs, c) attend on-going semi-related apprentice classes that partially meet their needs, d) take trade correspondence courses if they are provided, or e) do not attend or take any kind of class.

- There was little definitive information available on isolated apprentices Few school representatives were aware of any major problems involving isolated apprentices. More than half of the program sponsors noted that they do have a few isolated apprentices. The methods used for serving these apprentices were reported as, a) correspondence courses, usually supervised by industry coordinators, b) traveling instructors who assign work to apprentices and make periodic calls to assist, c) the holding of Saturday classes in homes and/or offices, and in one reported case where the apprentice goes to class once or twice a semester to have his work evaluated and graded.

Isolated Apprentices (cont)

- Most interviewees were aware of the provisions of Section 3074 of the apprenticeship labor code, pertaining to isolated apprentices. None reported any actions to implement the provisions of Section 3074, nor were there any reports of complaints being filed in accordance Section 201 of Title 8 of the Administrative Code. The general feeling expressed by the interviewees was, yes we have isolated apprentices that need help, but we have no comprehensive plan for coping with the problem.

SEE: Recommendation #5: page 41
Questionnaire Data: page 15 Items 6-a, b, c, d, and e

Labor-Education Code Discrepancies

Summary and Substance of Discussions:

- There was consensus amont interviewees that there are some discrepancies between the provisions of the labor and education codes, e.g: a) open vs closed classes for state registered apprentices, b) prerequisites for enrollment in apprentice classes, c) nonregistered apprentices enrolling in registered apprentice classes, and d) the legality of privately financed instructional materials being restricted to the use of apprentices affiliated with the publisher of the materials.

- It was reported that there are numerous County Counsel Opinions on the above or similiar questions throughout the state, and that often times, there are wide discrepancies in these opinions.

- Interviewees generally agreed that the labor and education codes are not compatible in many of their provisions, and that they do adversely affect the implementation of uniform policies and practices in local school districts throughout the state. And further, these discrepancies in the labor-education codes contribute to many misunderstandings among apprenticehsip constituencies that could be eliminated or clarified through uniformity and compatibility in the labor and education code provisions.

SEE: Recommendation #7: page 41
Questionnaire Data: page 19 Items 9-a and b

Job Site Training and Supplemental Instruction

Summary and Substance of Discussions:

- Interviewees noted that in recent years there has been an accelerated trend in the majority of the apprenticeship trade programs, toward the teaching of hands-on tool skills and work processes in the school part of the program. The primary reason given for this trend, emanates from the lack of, or absence of adequate on-the-job rotation, where tool skills and work processes are supposed to be learned according to the provisions of the Apprenticeship Standards. It is to be noted that on-the-job rotation, or the lack or rotation differs greatly among the trades. However, it is a universal problem.

- This growing trend toward the teaching of tool skills and processes in the school portion of the apprenticeship program, that is normally scheduled as on-the-job training, has created many problems for the program sponsors and the schools. It involves the providing of appropriate shops and labratories necessary for teaching manipulative skills. It was noted that sizeable

Job Site Training and Supplemental Instruction (cont)

capital outlays are necessary for building shops and labs, whether such facilities are constructed, leased or rented on or off campus by either the program sponsor or by the schools. A further problem associated with the construction and equiping of shop-labs for each individual apprenticeship trade, is that of utilization. That is, how many hours or days a week will the facility be used - an important economic factor to consider. Interviewees suggested that on-the-job training conditions need to be addressed as a basis for understanding the aforedescribed trends and conditions.

Hence, the following conditions were identified, discussed, and summarized as effecting on-the-job rotation and training.

- The production systems of industry are rapidly becoming more specialized. Some reasons given were; a) employers can operate within a specialization, with less capital investment in facilities, machines, tools and materials, b) the wide array of complex goods and services produced lends to specialization, and c) specialization provides for the development of indepth skills and efficiency in production.

- Interviewees identified the following as deterrents to on-the-job rotation of apprentices according to the provisions of the Apprenticesnip Standards, and modern day production conditions; a) many employers do not engage in a varied type of work within a trade, hence restricted rotation, b) employer-employee relations, job benefits, employer investment in employee training, and employee productive ability, serve as a deterrent to transferring the apprentice to another employer, and c) many employers train apprentices in only one or more processes of the trade, but to a high degree of proficiency where the apprentice can produce at a profit to the employer, and satisfaction to himself. In this case, neither may be interested in job rotation, even though the employer may have the capability to rotate the apprentice to another major work area.

- Interviewees generally agreed that because of the aforedescribed conditions, inforced job rotation was rarely used, nor was it found acceptable as a method for assuring that each apprentice would complete his apprenticeship as a multi-skilled journey person.

- There was consensus that the identification of the developing technologies in the different industries which effect specific trades, should be a part of the ongoing efforts of program sponsors and school representatives, to keep the training program up-to-date and in tune with job task requirements.

SEE: Recommendation #8: page 42
Questionnaire Data: page 11 Items 3-a, b, c, and d

. Specialized Educational Leadership for Apprenticeship

Summary and Substance of Discussions:

- Interviewees noted that neither the State Department of Education or the California Community Colleges, now provide full time specialized educational leadership exclusively devoted to apprenticeship programs. They further suggested that a state the size of California having 46,729 registered apprentices (April 1980-DAS), with more than 500 program sponsors, should justify the establishment of one or more educational leadership positions specializing in apprenticeship.

- The feeling was expressed that there is dire need for a contact person on the state educational level, who can receive calls from local education agencies, program sponsors, government agencies, and others, and who has the ability to give valid answers and provide informed guidance as needed,

- There was consensus among interviewees that such contact person or leader, be the state education spokesperson for apprenticeship, as a basis for achieving uniformity and continuity in educational policies and practices on a statewide level, it was further suggested that such leader serve as a coordinating agent for apprenticeship on matters such as; a) instructional materials, b) state advisory committtees, c) California Conference on Apprenticeship, d) local school districts, e) program sponsors, f) government and private agencies, g) finances and funding, legislation, etc.

SEE: Recommendation #9: page 42

. Educational Advisory Council on Apprenticeship

Summary and Substance of Discussions:

- There was consensus among the interviewees representing education that it would be helpful to representatives of the local school districts, and to the State Department of Education (CSDE), and the California Community Colleges (CCC), to have an Educational Advisory Council on Apprenticeship for the purpose of: a) coordinating local educational agency (LEA) policies, practices, and the needs with the regulations and directives of the CSDE and the CCC, b) providing a linkage and means for communication and input from LEA's to CSDE and CCC on matters such as policy, rules and regulations, legislation and other subjects concerning public school services to apprenticeship programs, and c) developing guidelines for educational guidance on financial support systems, facility needs for apprentice classes, etc.

SEE: Recommendation #10: page 43

Part II-Subpart C: Instructional Materials Evaluation

PART II-C

Introduction to Instructional Material Systems-Subpart C

The evaluation of instructional materials will be a co-mingle of data and opinions collected from the follwoing sources; a) apprentice instructor questionnaires, b) school representative craft questionnaires, c) the program sponsors, d) the project staff's perspective of the systems for providing instructional materials by both public and private sources,and e) the school and program sponsor interviews.

Major emphasis was given to the apprentice instructors evaluation of the instructional materials being used in apprentice classes. The instructors were given opportunity to identify the source of the materials being used, and were also given a scale to rate the effectiveness and use of such materials in the apprentice classes.

As a basis for getting a cross section evaluation of the instructional materials, school representatives were asked to evaluate the same materials, in the same way as the instructor, but in addition, were requested to complete a questionnaire for each different trade program in the school. This was called the Supplemental Craft Questionnaire.

In these questionnaires, instructors, school representatives, and the program sponsors were given similiar questions, which gave them opportunity to respond to questions on the accessibility of instructional materials for each craft, and the source and quality of these materials.

Further opportunity was given the respondents to identify the type of instructional facilities they believe are needed to strengthen the apprentice instructional program and their estimate of how the related technical instruction and the shop/lab type of instruction should be divided on a percentage basis.

The following is a brief review of the labor code pertaining to public school responsibilities for, a) instructional materials, b) questionnaire data collected from the respondents, c) consultant perceptions and evaluation of the material and systems, and d) an outline of instructional materials services provided by the California State Department of Education.

LABOR CODE PROVISIONS ON INSTRUCTIONAL MATERIALS

The apprenticeship law in California, known as the Shelley-Maloney Apprentice Labor Standards Act of 1939, is a part of the State Labor Code, Chapter 4 of Division 3.

The following provisions of Section 3074 of the above cited labor code pertain to public school responsibility for related and supplemental instruction for apprentices, and in part is quoted below:

Section 3074: "The preparation of trade analyses and development of curriculum for instruction, and the administration and supervision of related and supplemental instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for such instruction shall be the responsibility of, and shall

> be provided by, state and local boards responsible for vocational education upon agreement with the local joint apprenticeship committee or other program sponsor. Such responsibility shall not preclude the establishment of off-campus related and supplemental instruction when approved, developed, and operated in cooperation with state and local school boards responsible for vocational education, and when such instruction meets all other requirements of this chapter. It is the intent of this chapter that such instruction shall be made available to apprentices through classroom instruction, correspondence courses, self-study or other means of instruction approved by state and local public education agencies authorized to provide vocational education."

PUBLIC SCHOOL RESPONSE

As a basis for meeting public school responsibilities as provided for in Sec tion 3074 of the labor code, the California State Department of Education established the Instructional Materials Laboratory in 1946, for the purpose of developing, preparing and publishing instructional materials for apprentices.

Laboratory representatives organized and developed a system of communication and procedures for preparing instructional materials that were directly relate to the needs of the trades and their apprentices. Today, the laboratory, per se, does not exist. However, the State Department of Education is still committed to providing this service to apprenticeship programs who request the service, and who are qualified by the size and characteristics of their programs to justify the capital outlay for such materials.

In recent years, many of the major apprenticeship programs have optioned to assume the major responsibility for developing instructional materials for their own programs. Particularly this is true for programs having access to apprenticeship and Training Trust Fund monies.

QUESTIONNAIRE DATA

85% of the questionnaire respondents stated that their apprentices have access to instructional materials sepcifically prepared for their craft. 53% of the questionnaire respondents identified the Training Trust Fund as the source of their materials. 29.6% identified the labor union as the source of their materials; companies of employment and other sources, 10.6%; Nearly 39% of the respondents answering the questions on the questionnaire mailed to program spor sors, school representatives and instructors, noted that instructional materia prepared by the State Department of Education are presently being used in thei apprentice classes. Thus, the department and the other sources noted above, have an ongoing responsibility for revising and updating the instructional materials they already publish as well as the task of developing materials for programs that do not now have access to quality instructional materials.

5.5% of the respondents stated that apprentices in their programs did not hav access to any instructional materials that were specifically prepared for thei craft. 12.8% of the respondents indicated a need for related subject materials and 18.7% said the instructors need materials for teaching mainipulative craft skills. (See questionnaire data on instructional materials page 7 of the repo

PROJECT STAFF EVALUATION OF THE INSTRUCTIONAL MATERIALS SYSTEMS

QUALITY OF MATERIALS: The instructional materials reviewed by the consultants and prepared by program constituencies (public and private) and having resources to do a comprehensive job for the trade were generally of high quality. Basically the material content, and component parts of the instructional materials (public and private) were similiar. They included units and topics for instruction, with appropriate references to the study assignments and methods for testing and evaluating student progress.

Supplementing these materials were those prepared by the instructors, and in some cases, the materials were acquired from other sources such as, manufacturers' product brochures and manuals, technical publications, private publishers, textbooks, etc. The users of these materials were generally satisfied with the quality of the materials, but were also, asking for help in improving their materials.

65.2% of the questionnaire respondents indicated that the instructional materials available to them were adequate. 53.8% of the respondents noted that they have a systematic plan for updating their materials. 5.5% of the respondents say they do not have access to any kind of instructional materials specifically prepared for their craft.

Project staff perceptions combined with questionnaire data and interviewee responses would indicate that for the majority of the big apprenticeship programs, adequate instructional materials are available, excepting: the areas of programmed instruction, audio-visual materials, demonstration laboratories and shops, etc. Many of the respondents believe that more attention is needed in these areas, if the quantity and quality of materials are to meet program needs. It is the new emerging programs, and the small programs with few apprentices that do not have access to adequate instructional materials or instructional programs.

NEED AND FREQUENCY FOR REVISING INSTRUCTIONAL MATERIALS:

Engineering advancements and the changing technologies effecting the skill needs of workers, make it imperative that instructional materials be periodically revised. The degree and frequency of need for revision is dependent upon the degree of technological changes that impact upon the skill needs of the worker in the trade.

It is a known fact that in some of the basic apprenticeship trade programs, there are few changes of consequence in work precesses and materials in a 4 to 8 year period that significantly effect the skill needs of the apprentice or journeyman. When minor changes or needs do exist, it is suggested that revisions be made on the local level, until there are enough changes to warrant a major revision on the state or national level where major capital outlays are involved. Conversely, technological changes which effect worker skill needs in some trades are quite frequent and do necessitate major revisions in shorter time periods.

In either case where the above conditions exist, local and state program sponsors and their representatives working through their advisory committees should identify technological changes in their trade that impinge upon the need for the revision of instructional materials. These changes should be evaluated jointly with the producer of the materials and determinations should be jointly made on when major revisions are necessary and justified.

Interviewees, including representatives of school and program sponsors, felt that there was generally too much of a time lag between the time that revisions were noted as needed and the time that revisions are completed and published.

The project staff is concerned that too few systematic plans exist for making orderly adjustments and changes in the curricula and the instructional program on the local and state levels. Most changes and adjustments seemingly result from the informal and/or unilateral actions of the school or program sponsor representatives. Any apprenticeship program operating on a statewide level involves many different constituencies who must be working cooperatively with their colleagues in other localities, if the contributions and resources of each are to be a part of the statewide program. A systematic program of communications and coordination among all constituencies is the key to the prudent use of resources and the development of quality instructional materials and programs. Who develops and publishes instructional materials is not nearly as important as the development of a comprehensive system for coordinating, planning and publishing the materials.

USE OF INSTRUCTIONAL MATERIALS

The project staff found evidence that available instructional materials were not being uniformly distributed, nor are some of the instructors using the materials the way they were intended to be used. This is often true in the same trade in the different areas of the state. This suggests that the schools and program sponsor representatives on the local levels and in the state, should evaluate their distribution systems with a view toward finding ways and means for improving their distribution of, and utilization of, available instructional materials.

Then, too, there is wide spread evidence of need for inservice training of apprentice instructors. Organization and management of materials and methods and techniques of instructing are important and included in teacher training classes. These skills need reinforcing along with the imparting of skills on how to effectively manage and use the craft related materials the way they are intended to be used.

STATE DEPARTMENT OF EDUCATION SERVICES

The development of new apprentice instructional materials and the revision of existing published materials begins with a request for such services from recognized industry representatives. The statewide joint apprenticeship committees or their representatives should initiate their request with a letter to:

Beverly Campbell, Consultant
Industrial Education and Apprenticeship
Vocational Education
721 Capitol Mall, 4th Floor
Sacramento, CA 95814

Developing or revising apprenticeship instructional materials is a major and costly undertaking. Therefore, the request for services must have the total support of the industry --both management and labor -- and a sufficient number of apprentices must be involved to warrant the considerable investment required.

The following materials are available for sale at the very nominal cost of production and distribution. Orders for single copies or large quantities are shipped prepaid. Schools, instructors, industrial trainers, apprentices, or anyone else may order apprenticeship instructional materials. Request a complete price list and order form by writing to: Publication Sales: California State Department of Education; P. O. Box 271; Sacramento, CA 95802 or call Publication Sales (916) 445-1260 or 445-1261.

THE KIND OF STATE INSTRUCTIONAL MATERIALS AVAILABLE

- Workbooks - Organized study topics with assigned readings and self-check study questions.
- Testbooks - Objective tests covering each workbook study topic. Each test easily administered and scored by the instructor for evaluating individual progress.
- Examinations - Comprehensive objective examinations for student evaluation upon completion of the workbook.
- Answer Sheets - Provide easy scoring of testbook and examinations. Available free of charge to school administrators. Circulation is restricted.
- Progress Charts - Aids for organizing class content and recording individual study progress.
- Apprenticeship Handbook - A professional guide for the administration and supervision of related instruction for apprentices.
- Teaching Classes for Apprentices - The how-to-do-it guide for the related classroom instructor.

CRAFT MATERIALS AVAILABLE:

Auto Mechanics
Automotive Parts
Auto Body Repair
Carpentry
Cement Masonry
Culinary Arts
Drywall Construction
Electrical Wiring
Floor Covering
Glazing
Machine Shop
Meatcutting
Plastering
Roofing
Sheet Metal
Stationary Engineers
Tilesetting
(and others being added)

Part III

GENERAL RECOMMENDATIONS

PART III

GENERAL RECOMMENDATIONS

Introduction

The following recommendations are predicated upon the survey findings, namely the data collected through the following means; a) questionnaires, b) training site interviews, and c) the consultant's analysis and evaluation of the data collected. This procedure and the methodology used are in accordance with the provisions of the project.

Each recommendation will be based upon the source of the data identified with each of the recommendations.

Questionnaire data will in most part be statistical. A limited number of the questionnaire questions allowed for respondent comments.

Training site interview data will be based upon the interviewees reponse to a number of structured questions posed by the consultant, as well as the open ended type of questions and issues that the interviewees and the consultant voluntarily offered for discussion. The consultant summarized and paraphrased the substance of the discussions which are reported in Part II-B of this report.

1. Instructional Materials

Recommendation: That the California Apprenticeship Council acting in accorcance with the authority granted the Council under the provisions of Section 3071 of the Apprenticeship Labor Code, and working in cooperation with the State Department of Education and the California Community Colleges, provide a forum for the development of a system of communication and coordination of all constituency efforts concerned with the development of instructional materials for apprentices. Such a system to accomplish the following:

- Provide on the state level, a communications system for coordinating the work of public and private institutions engaged in developing and publishing instructional materials for apprentices.
- Include in the system, methods for inventorying craft program needs, for both new materials and the revision of present materials.
- Provide for cooperative planning among Division of Apprenticeship Standard representatives, program sponsors, and state and local school representatives thus giving lead time for planning and launching new instructional programs.
- Provide for the development and/or the maintenance of a data bank that would indicate where instructional materials may be obtained for apprenticeable occupations, either from public or private publishers, in or outside the state.
- Initiate a communications and informational system designed to keep all apprenticeship constituencies informed on the services and materials available to them.

SEE: Questionnaire Data: page 7 Items 1-a, b, c,
Interviewee Comments: page 25 Item 1

2. Instructional Facilities

Recommendation: That the California Apprenticeship Council working in cooperation with program sponsors and state and local school representatives, provide a forum for the discussion and development of policy needed, for resolving the problem of providing appropriate tool skill training required of all apprentices completing as journey workers in their respective trades. Further that guidelines be developed to help resolve the following problems.

- Lack of on-the-job rotation of apprentices resulting from, a) the increasing specialization of the employers production work, b) employer and employee resistance to the transfer of the apprentice to another employer, and c) apprentices becoming highly proficient and productive in one facet or specialization of the trade, serves as a deterrent to the rotation of the apprentices to other work processes.
- The increasing practice of program sponsors toward the demand and need for school facilities for the teaching of tool skills and processes, to compensate for the lack of comprehensive on-the-job work experiences.
- The trend is toward a variety of hodge podge arrangements that do not give continuity to a systematic plan for planning developing and maintaining program standards necessary for training multi skilled journey level persons.

SEE: Questionnaire Data: page 11 3-a,b,c and d,
Interviewee Comments: page 26 item 2

3. Credit for Apprentice Classes

Recommendation: That the Chancellor's Office of the California Community Colleges provide for the development of criteria and standards for grading apprentice classes, and provide the leadership necessary for implementing within the colleges, uniform policies and practices that will assure equity in granting of credits for work completed in apprentice classes.

The following data should be considered:

- 78% of the colleges and secondary schools say that they are granting academic credit to apprentices for work satisfactorily completed in apprentice classes.
- 34.3% of the secondary schools stated that credits earned in apprentice classes could be used for high school graduation. 59.0% of the colleges stated that credits earned in apprentice classes can be used as partial fulfillment of requirements for the associate degree.
- The range of units allowed toward the associate degree for work taken in apprentice classes was 8 to 54 units.
- Consensus among interviewees was that more articulation is needed between the community colleges to assure a semblance of uniformity in the policies and practices of the colleges across the state in granting credits for work taken in apprentice classes.

SEE: Questionnaire Data: page 13 4-a, a, and c

4. Registration and Interdistrict Permits

Recommendation: That both the State Department of Education and the Chancellors Office of the California Community Colleges, provide for the following and/or other appropriate actions:

- Review the education and labor codes pertaining to interdistrict permits, and upon the conclusion of such review, provide for appropriate amendments and/or other actions that will clarify code provisions and bring about a better understanding of policies and practices that regulate interdistrict permits for apprentices.
- Review with local school district representatives, their policies and practices for registering apprentices, and in districts where problems exist, encourage a reasonable flexibility in registration practices that will accomodate the apprentice as a full time employed worker. And, further to remove or minimize the apprehensions that program sponsors and interviewee respondents hold on this problem.
- Direct informational bulletins designed to aid and clarify regulations governing registration and interdistrict permits to local school district representatives, and program sponsors concerned with the registration of apprentices, and the securing of interdistrict permits.

SEE: Questionnaire Data: page 13 Items 5-a and 5-b
Interviewee Comments: page 27 Item 3

5. Isolated Apprentices

Recommendation: That the California Apprenticeship Council (CAC) provide a forum-workshop to do the following:

- Identify with the aid of program sponsors; a) the number of isolated apprentices needing related and supplemental instruction, b) the trades they represent, and c) the characteristics of their isolation situation.
- Determine; a) the availability of instructional materials and the appropriateness of the materials for serving the needs of isolated apprentices, b) the alternative plans and practices that can be effectively used to serve these apprentices, and c) alternative plans for administering a management program to serve isolated apprentices.
- Develop guide lines outlining alternative ways and means for serving isolated apprentices, including; a) methods for financing, b) the placing of responsibility for supervising the plan, and c) the development of policies and procedures for implementing and maintaining a workable plan for serving the isolated apprentices.

SEE: Questionnaire Data: page 15 Items 6-a, b, c, d and e
Interviewee Comments: page 27 Item 4

6. Financial Support

Recommendation: That the California Apprenticeship Council provide a forum for the development of policy guidelines for determining constituency responsibilities and financial commitment for providing the facilities necessary for the teaching of tool skills and processes that are normally acquired on-the-job. The following data along with other related matters should be considered.

- 46.2% of the respondents believe that financial support for apprentice classes is adequate. 33.0% say no, it is not.
- 56.2% of the school representatives say they maintain a separate budget for apprentice classes. 43.7% say they do not.
- Interviewees believe that the passing of Proposition 13 and the implementation of Assembly Bill 8 removed the adverse financial impact and need for interdistrict cost agreements. However, a majority feel that there are inadequate funds for covering capital outlay costs for instructional facilities; ie: shops and labs.

SEE: Questionnaire Data: page 17 Item 7-a, b, c and d

7. Labor-Education Code Discrepancies

Recommendation: That the State Administrator of Apprenticeship, and the State Department of Education and the Chancellor's Office of the California Community Colleges jointly seek a review of the labor and education codes for the purposes of identifying and correcting discrepancies that may adversely effect the effective administration of apprenticeship programs.

SEE: Questionnaire Data: page 19 Items 9-a and b
Interviewee Comments: page 28 Item 5

Job Site Training and Supplemental Instruction

Recommendation: That the California Apprenticeship Council working in cooperation with their constituency agencies and program sponsors, provide a forum for the discussion and identification of problems associated with industrial specialization and its effect on the apprentices' opportunity to learn the multi-skills of the trade through on-the-job training, and the alternative means for acquiring needed tool skill training. Further, that the following points be considered.

- Are present day apprenticeship systems realistically adapting to modern day industrial production systems, involving specialization?
- How has specialization effected job site work tasks, and the kind and amount of training needed to assure worker proficiency?
- How does specialization effect the ability and incentive for employers to rotate apprentices through the major work processes, adopted for the trade and included in the Apprenticeship Standards?
- Are the complexities of indepth defined specializations becoming a standard for apprenticeable occupations, and/or how many major specializations does it take to give balance between the scope, depth and breadth of training for an apprenticeable occupation?
- How can the apprenticeship system of training be structured and operated to meet the realistic needs of the payroll jobs found in the specialized production systems of business and industry?
- How can the approach of scientific job analysis be used to effectively link payroll job requirements with the attainable goals and objectives of the proposed apprenticeship program?
- Should the scientific job analysis be the basis and criteria for determining the length of the apprenticeship training program, and the balance between the kind and amount of manipulative tool skill training and related technical training required?
- What kind of ongoing system is needed to keep apprenticeship training programs in tune with the changing technologies which effect worker skills?

: Questionnaire Data: pages 11 Items 3-a, b, c and d
Interviewee Comments: page 29 Item #6

Specialized Educational Leadership for Apprenticeship

Recommendation: That the State Department of Education and the California Community Colleges unilaterally and/or jointly fund such position(s) for specialized educational leadership for apprenticeship on the state level, and further, that the California Apprenticeship Council exercise its responsibility and authority by supporting the establishment of such position(s) as a basis for fulfilling state educational responsibilities to the state apprenticeship programs, as provided for in Sections 3074 and 3078 of the Apprenticeship Labor Code.

: Interviewee Comments: page 30 Item #7

10. Educational Advisory Council on Apprenticeship

Recommendation: That the California State Department of Education and the California Community Colleges jointly cooperate on the formation of an Educational Advisory Council on Apprenticeship for the purpose of providing a formalized linkage system between state educational authorities and the local educational agencies providing instructional services to California apprenticeship programs. Linkage and communication on the following matters would be helpful:

- Communication and coordination systems with all apprenticeship constituencies.
- Identifications of conflicting labor and education code provisions and interpretations.
- Instructional materials and facility problems and practices.
- Funding sources, policies, legislation and related matters.
- Research, special projects etc.

SEE: Interviewee Comments: page 30 Item #8

APPENDIX A

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

Special thanks is extended to
special consultants,
Marjorie Haggart and Marjory Livengood
for their work in compiling data from the
questionnaires, and for helping prepare the
final project report.

Reviewers of Field Test Questionnaires

A statewide survey of most any subject, involves a lot of communication with many people. The apprenticeship program is a partnership of federal and state regulating agencies, state and local educational agencies, and labor-management representatives serving on 532 apprenticeship committees in the state. Representatives from these groups contributed data for the project report.

Those that gave an extra measure of help were, Don Robinson and Sandra Brooks, Senior Consultants with the State Division of Apprenticeship Standards. Mr. Robinson served as a reviewer of the field test questionnaire and provided the project consultant with a mailing list and addressograph service directed to directors of these programs. Beverly Campbell of the State Department of Education, provided a mailing list of secondary school representatives operating classes for apprentices.

Many other persons assisted in different ways. The following persons served as reviewers of the field test questionnaires. The project director and staff extend their grateful thanks to these people for their assistance.

Roster of Questionnaire Review Persons

I. Apprenticeship Program Sponsors

1. Robert Stahl, Floor Coverers - Whittier
2. Gary Young, Carpenters - L.A. County
3. James Riley, Abestos Workers - Los Angeles
4. Art Webster, Electricians - Los Angeles
5. Ed Carr, Operating Engineers - Whittier
6. Ray Horn, Operating Engineers - Whittier
7. Sam CHurchwell, Plasterers - San Jose
8. Robert Boisa, Sheetmetal - San Jose
9. Allen Fingold, Electricians - San Jose
10. Robert Hall, Plumbing, Pipefitting, Refrigeration - San Jose
11. Robert Pullen, Plastering - Long Beach
12. Raoul Cervantes, Bricklaying - Los Angeles

II. School Representatives

1. Peter DeFranco, Los Angeles City Unified District
2. Earl Webb, San Jose City College
3. Bud Lorbeer, Rio Hondo Community College
4. Ed Ferner, San Jose City College
5. Merle Schwartz, Long Beach City College
6. Manny Shiner, Santa Ana College
7. Dick Hamann, San-Diego Community District

III. Apprenticeship Instructors

1. Lorin Olson, Floor Coverers - Rio Hondo College
2. Gary Young, Carpenters - Rio Hondo College
3. Bernath Klus, Sheetmetal - San Jose City College
4. D.L. Bradley, Mill Cabinet - San Jose City College
5. Stewart Wellington, Machinist - San Jose City College
6. Gus Pozzi, Meat Cutters - San Jose City College
7. O.J. Whisman, Surveyors - ROC LACUSD
8. Michael Durante, Plasterers - Long Beach City College
9. Chester Fairbanks, Carpentry - Long Beach City College

IV. Government Apprenticeship Agency Representatives

1. Don Robinson, Senior Apprenticeship Consultant - DAS
2. Sandra Brooks, Senior Apprenticeship Consultant - DAS
3. Beverly Campbell, Apprenticeship Consultant, State Dept. of Ed.
4. Tom Bogetich, Ex. Dir. Calif. Adv. Council Voc. Ed.
5. Members, Ad Hoc Committees on Apprenticeship - CACVE

Training Site Interviewees

Among other project provisions, the consultant was directed to visit 20 randomly selected training sites, in Southern and Northern California, and to interview school and program sponsor representatives that were knowledgeable about apprentice programs in those areas. The purpose of these interviews was to gather information that would supplement the data taken from the questionnaires, and to get a consensus on the respondents' perceptions of apprenticeship programs generally, with emphasis on public school services to the programs.

The project staff extend their thanks to the following persons, who agreed to give their time and assistance to the project consultant in gathering data for the project report.

Roster of Persons Interviewed at Training Site Locations

I. School Representatives	School	Location
1. Irvine Colt	Mount San Antonio College	Walnut
2. Peter DeFranco	Los Angeles City Unified District	Los Angeles
3. C. R. Hamann	San Diego Comm. College District	San Diego
4. Ed Ferner	San Jose City College	San Jose
5. John Finn	San Francisco City College	San Francisco
6. Joseph Leal	San Jose Regional Voc. Center	San Jose
7. George Redden	San Francisco City College	San Francisco
8. Merle Schwartz	Long Beach City College	Long Beach
9. Manuel Shiner	Rancho Santiago Comm. College Dist.	Santa Ana
10. Harry Smith	San Bernardino Valley College	San Bernardino
11. Clarence Sorensen	San Bernardino Unified School Dist.	San Bernardino
12. Leo Takeuchi	Fresno City College	Fresno
13. Ed Tischbirek	Bakersfield College	Bakersfield
14. Glenn Van Noy	Laney College	Oakland

II. Program Sponsor Representative	Program Sponsor	Location
1. Robert Boisa	Sheet Metal	San Jose
2. Jim Bowman	Plumbers & Pipefitters	Bakersfield
3. Robert Hall	Plumbers, Pipefitters & Ref.	San Jose
4. Milton Johnson	Plumbers, Heating & Pipefitters	Compton
5. Herman Little	Roofers	Santa Clara
6. Roy Morris	Operating Engineers	Bakersfield
7. Vince Sharon	Operating Engineers	Whittier
8. John Rich	Glaziers & Glassworkers	Santa Fe Springs

III. State Agency Representative	Agency	Location
1. Jay Hale	Division of App. Standards	Bakersfield

APPENDIX B

QUESTIONNAIRE DATA BY CRAFT PROGRAMS

QUESTIONNAIRE DATA BY CRAFT PROGRAMS

Introduction

The project study was not intended to be a study of each individual craft program in the state. However, these limitations aside, the project staff noted the interest of program sponsors and school representatives in the data on individual craft programs and decided to report only the data that was directly concerned with instruction, i.e; instructional materials and the evaluation thereof, and the instructional facilities available and/or needed.

The figures noted in the yes and no answers to the questions on the questionnaires represent the total of the answers checked on the questionnaires returned by the respondents.

12 of the 52 crafts responding did not complete the instructional materials evaluation part of the questionnaire. Hence, the absence of this form for 12 of the crafts herewith reported.

REPRESENTED TRADES LISTED ALPHABETICALLY

Acoustical - see page 133

Auto Body

Auto Mechanic

Auto Painting

Bargering

Boat Repair

Boilermaker - see page 134

Bricklaying

Cable Splicers - see page 135

Carpentry

Cement Masons

Culinary (Cooks & Bakers)

Diesel Mechanics

Drywall

Electrical Construction

Electrical Inside Wiremen - see page 136

Electrical Lineman - see page 137

Electrical Maintenance - Repair - see page 138

Floor Covering

Glazing

Hardwood Floor Installation - see page 139

Insulators

Ironworkers

Irrigation and Lawn Sprinkler Fitters

Lathing

Lithography - see page 140

Machinists

Maintenance Mechanics

Meatcutters

Mill Cabinet

Millwright

Molders & Coremakers

Operating Engineers

Painting

Plastering

Plumbers and Pipefitters

Pressman - see page 141

Psychiatric Technician - see page 142

Refrigeration & Air Conditioning

Roofing

Sausage Maker - see page 143

Sheet Metal

Shipbuilding

Sprinkler Fitters

Stationary Engineers

Steamfitters

Surveying

Taper

Tilesetters

Tool & Die

Welding

AUTO BODY

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 4 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 4 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 1
3. The labor union? .... Yes 1 No 1
4. The company of the apprentices employment? .... Yes 1 No 1
5. Other? Please identify Manufacturers' manuals; instructors; Sears
6. Instructor? Please estimate the percentage of instructor prepared materials used: 62 %
7. Are available instructional materials adequate? .... Yes 4 No 1
8. Is there a systematic plan for updating these materials? .... Yes 2 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: good up-dated instructional materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 7 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 4 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 4 No 0
3. A combination of classroom & shop type training? .... Yes 8 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 20 % shop-lab 80 %

3-c. If your answer to question 3 a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 2 Off campus? 0

If off campus, is rent paid by: school? 1 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

AUTO BODY

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:			*		#	check if not
Source: IPM * LSM * #	Effectiveness:			*		#	available____
• Instructor Guides	Usefulness:					* #	check if not
Source: IPM * # CSDE * LSM #	Effectiveness:					* #	available____
• Assignment & Information sheets	Usefulness:			*		#	check if not
Source: IPM * OTHER * LSM #	Effectiveness:				*	#	available____
• Audio-Visual Aids	Usefulness:				*#		check if not
Source: LSM * # OTHER *	Effectiveness:				*#		available____
• Test Materials	Usefulness:	*			#		check if not
Source: LSM *# CSDE *	Effectiveness:	*			#		available____
• Special Instruments and/or tools	Usefulness:		*			#	check if not
Source: LSM * #	Effectiveness:		*			#	available____
• Consumable Materials (soft & hard)	Usefulness:				*	#	check if not
Source: LSM * # OTHER *	Effectiveness:				*	#	available____

AUTO MECHANIC

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 17 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 7 No 5
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 10
3. The labor union? .... Yes 0 No 12
4. The company of the apprentices employment? .... Yes 2 No 11
5. Other? Please identify: Industry & trade manuals; instructors ; Sears
6. Instructor? Please estimate the percentage of instructor prepared materials used 45 %
7. Are available instructional materials adequate? .... Yes 11 No 5
8. Is there a systematic plan for updating these materials? .... Yes 12 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 8 No 1
2. Craft manipulative skills? .... Yes 5 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 3 No 2
4. Please explain needs: automotive bookkeeping materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 16 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 15 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 12 No 3
3. A combination of classroom & shop type training? .... Yes 11 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 78 % shop-lab 22 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 12 Off campus? 1

If off campus, is rent paid by: school? 2 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 10 Other? 0

AUTO MECHANIC

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
Course Outline	Source: IPM * # LSM * # CSDE *	Usefulness:			*	#		check if not available____
		Effectiveness:			*	#		
Instructor Guides	Source: IMP * # LSM * # TAC * #	Usefulness:			*	#		check if not available____
		Effectiveness:			*		#	
Assignment & Information sheets	Source: IPM * # LSM * #	Usefulness:			*#			check if not available____
		Effectiveness:			*#			
Audio-Visual Aids	Source: LSM * # OTHER # TAC * IPM #	Usefulness:			*		#	check if not available____
		Effectiveness:			*		#	
Test Materials	Source: LSM * # IPM * #	Usefulness:				*#		check if not available____
		Effectiveness:				*#		
Special Instruments and/or tools	Source: LSM * # OTHER #*	Usefulness:					*#	check if not available____
		Effectiveness:					*#	
Consumable Materials (soft & hard)	Source: LSM * # IPM *	Usefulness:				*	#	check if not available____
		Effectiveness:				*	#	

AUTO PAINTING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 3 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 2
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 3
3. The labor union? .... Yes 0 No 3
4. The company of the apprentices employment? .... Yes 0 No 3
5. Other? Please identify Manufacturers' manuals
6. Instructor? Please estimate the percentage of instructor prepared materials used: 76 %
7. Are available instructional materials adequate? .... Yes 1 No 3
8. Is there a systematic plan for updating these materials? .... Yes 1 No 3

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 3 No 0
2. Craft manipulative skills? .... Yes 3 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 2 No 2
4. Please explain needs: up-dated CSDE materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 3 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 3 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 0
3. A combination of classroom & shop type training? .... Yes 2 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 40 % shop-lab 60 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

spray guns & masks

3-d. Are the facilities provided: On campus? 2 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 2 Other? 0

AUTO PAINTING

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * # LSM *	Usefulness:			#	*		check if not available____
	Effectiveness:			#	*		
• Instructor Guides Source: CSDE * # LSM *	Usefulness:		#		*		check if not available____
	Effectiveness:		#		*		
• Assignment & Information sheets Source: IPM * #	Usefulness:		*	#			check if not available____
	Effectiveness:		*	#			
• Audio Visual Aids Source: LSM * # OTHER * # TAC *	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Test Materials Source: IPM * # LSM *	Usefulness:			*	#		check if not available____
	Effectiveness:			*	#		
• Special Instruments and/or tools Source: LSM * # IPM *	Usefulness:			#	*		check if not available____
	Effectiveness:			#	*		
• Consumable Materials (soft & hard) Source: IPM * # LSM * #	Usefulness			#	*		check if not available____
	Effectiveness			#	*		

BARBERING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 6 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 4
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 5
3. The labor union? .... Yes 4 No 3
4. The company of the apprentices employment? .... Yes 0 No 4
5. Other? Please identify Product brochures; Barber college texts
6. Instructor? Please estimate the percentage of instructor prepared materials used 56 %
7. Are available instructional materials adequate? .... Yes 8 No 1
8. Is there a systematic plan for updating these materials? .... Yes 6 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 1
2. Craft manipulative skills? .... Yes 1 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 2
4. Please explain needs: hand-out sheets on curricula; new textbooks because AB 429 becomes a state law in 1980

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 5 No 3

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 3 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 0
3. A combination of classroom & shop type training? .... Yes 4 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 50 % shop-lab 50 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

complete barbering facilities

3-d. Are the facilities provided: On campus? 4 Off campus? 3

If off campus, is rent paid by: school? 4 JAC? 1 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 4 Other? 2

BARBERING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
• Course Outline	Source: IPM * CSDE # LSM *	Usefulness:		#		*		check if not available ____
		Effectiveness:		#		*		
• Instructor Guides	Source: IPM * TAC *	Usefulness:			#	*		check if not available ____
		Effectiveness:			#	*		
• Assignment & Information sheets	Source: IPM * # LSM *	Usefulness:				*#		check if not available ____
		Effectiveness:				*#		
• Audio-Visual Aids	Source: LSM #	Usefulness:			#			check if not available *
		Effectiveness:			#			
• Test Materials	Source: IPM * #	Usefulness:				*#		check if not available ____
		Effectiveness:				*#		
• Special Instruments and/or tools	Source: LSM # OTHER *	Usefulness:					# *	check if not available *
		Effectiveness:					# *	
• Consumable Materials (soft & hard)	Source: IPM #	Usefulness:			#			check if not available *
		Effectiveness:			#			

BOAT REPAIR

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 2 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 1
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify: School District
6. Instructor? Please estimate the percentage of instructor prepared materials used: 60 %
7. Are available instructional materials adequate? .... Yes 1 No 1
8. Is there a systematic plan for updating these materials? .... Yes 2 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: ____

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 1
3. A combination of classroom & shop type training? .... Yes 0 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 90 % shop-lab 10 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

a small boat yard (lab/shop repair)

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

BOAT REPAIR

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

Material	Source		1	2	3	4	5	check if not available
Course Outline	LSM * #	Usefulness:					*#	
		Effectiveness:					*#	
Instructor Guides	LSM * # TAC *	Usefulness:				#	*	
		Effectiveness:				#	*	
Assignment & Information sheets	LSM *	Usefulness:				*		#
		Effectiveness:					*	
Audio Visual Aids	LSM * JTTF *	Usefulness:	*					#
		Effectiveness:	*					
Test Materials	LSM * #	Usefulness:			#		*	*
		Effectiveness:			#		*	
Special Instruments and/or tools	LSM * JTTF *	Usefulness:						* #
		Effectiveness:						
Consumable Materials (soft & hard)	LSM * JTTF *	Usefulness:						* #
		Effectiveness:						

BRICKLAYING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? . . . . Yes 7 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? . . . . Yes 0 No 4
2. The Craft Joint Training Trust Fund (labor-management)? . . . . Yes 6 No 1
3. The labor union? . . . . Yes 2 No 2
4. The company of the apprentices employment? . . . . Yes 0 No 5
5. Other? Please identify American Technical Society
6. Instructor? Please estimate the percentage of instructor prepared materials used 46 %
7. Are available instructional materials adequate? . . . . Yes 5 No 1
8. Is there a systematic plan for updating these materials? . . . . Yes 5 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? . . . . Yes 1 No 0
2. Craft manipulative skills? . . . . Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? . . . . Yes 1 No 0
4. Please explain needs: all new books

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? . . . . Yes 4 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? . . . . Yes 2 No 2
2. Shop and/or labs for manipulative skill training? . . . . Yes 3 No 0
3. A combination of classroom & shop type training? . . . . Yes 4 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 30 % shop-lab 70 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

lab/equipment space

3-d. Are the facilities provided: On campus? 3 Off campus? 2

If off campus, is rent paid by: school? 1 JAC? 2 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 4 Other? 2

BRICKLAYING

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: LSM * # JTTF *	Usefulness:			#		*	check if not
	Effectiveness:		#			*	available ___
• Instructor Guides Source: LU * IPM # JTTF * #	Usefulness:					*#	check if not
	Effectiveness:					*#	available *
• Assignment & Information sheets Source: LU * IPM * # TAC * JTTF #	Usefulness:			*	#		check if not
	Effectiveness:			*	#		available ___
• Audio-Visual Aids Source: TAC * IPM #	Usefulness:			*	#		check if not
	Effectiveness:			*	#		available *
• Test Materials Source: LSM * IPM * #	Usefulness:				*	#	check if not
	Effectiveness:				*	#	available ___
• Special Instruments and/or tools Source: LSM # LU * JTTF * #	Usefulness:					*#	check if not
	Effectiveness					*#	available *
• Consumable Materials (soft & hard) Source: LSM * # JTTF * # TAC * #	Usefulness:				#		check if not
	Effectiveness:				#	*	available ___

CARPENTRY

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? Yes 77 No 9

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? Yes 57 No 1
2. The Craft Joint Training Trust Fund (labor-management)? Yes 61 No 1
3. The labor union? Yes 43 No 6
4. The company of the apprentices employment? Yes 10 No 42
5. Other? Please identify: ____________
6. Instructor? Please estimate the percentage of instructor prepared materials used: 34 %
7. Are available instructional materials adequate? Yes 79 No 18
8. Is there a systematic plan for updating these materials? Yes 56 No 13

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? Yes 16 No 2
2. Craft manipulative skills? Yes 15 No 2
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? Yes 9 No 12
4. Please explain needs: material for hands-on workshops, additional films time to research and compile latest technology

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? Yes 44 No 39

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? Yes 40 No 2
2. Shop and/or labs for manipulative skill training? Yes 35 No 16
3. A combination of classroom & shop type training? Yes 35 No 9
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 48 % shop-lab 52 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

more sound-proof rooms, shop area

3-d. Are the facilities provided: On campus? 24 Off campus? 25

If off campus, is rent paid by: school? 21 JAC? 11 Other? 2

Who pays for utilities, supplies, janitorial services, etc. School? 22 Other? 17

CARPENTRY

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * # CSDE * # LSM * # JTTF * # LU * # TAC #	Usefulness:				*#		check if not
	Effectiveness:				*#		available____
• Instructor Guides Source: IPM * # CSDE * # LSM * # JTTF * #	Usefulness:				#	*	check if not
	Effectiveness:				#	*	available *
• Assignment & Information sheets Source: IPM * # CSDE * # LSM * # JTTF * # LU * #	Usefulness:				*#		check if not
	Effectiveness:				*#		available *
• Audio-Visual Aids Source: IPM * # CSDE * LSM * # JTTF * # TAC * LU * # OTHER *	Usefulness:				#	*	check if not
	Effectiveness:				#	*	available *
• Test Materials Source: IPM * # CSDE * LSM * # JTTF * # LU * # TAC #	Usefulness:					*	check if not
	Effectiveness:				*		available *
• Special Instruments and/or tools Source: IPM * JTTF * # LSM * # CSDE * LU * # OTHER #	Usefulness:				#	*	check if not
	Effectiveness:				#	*	available *
• Consumable Materials (soft & hard) Source: IPM * CSDE * LSM * # JTTF * # LU * # OTHER #	Usefulness:				#	*	check if not
	Effectiveness:				#	*	available *

CEMENT MASONS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 8 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 6 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 6 No 2
3. The labor union? .... Yes 4 No 1
4. The company of the apprentices employment? .... Yes 0 No 4
5. Other? Please identify trade manuals
6. Instructor? Please estimate the percentage of instructor prepared materials used 60 %
7. Are available instructional materials adequate? .... Yes 7 No 1
8. Is there a systematic plan for updating these materials? .... Yes 9 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 5 No 0
2. Craft manipulative skills? .... Yes 4 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 4 No 1
4. Please explain needs: mock-up forms of steps, curbs & gutters on exposed aggregate on 4' x 8' plywood

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 6 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided.

1. Classrooms for related instruction? .... Yes 6 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 2
3. A combination of classroom & shop type training? .... Yes 6 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 65 % shop-lab 35 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 5 Off campus? 2

If off campus, is rent paid by: school? 0 JAC? 2 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 2 Other? 1

CEMENT MASONS

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				*#		check if not
Source: IPM * # LSM # TAC * #	Effectiveness:				*#		available ____
• Instructor Guides	Usefulness:				*#		check if not
Source: TAC * #	Effectiveness:				*#		available #
• Assignment & Information sheets	Usefulness:				*#		check if not
Source: TAC * # JTTF # IPM #	Effectiveness:				*#		available ____
• Audio-Visual Aids	Usefulness:				#		check if not
Source: IPM # JTTF #	Effectiveness:				#		available *
• Test Materials	Usefulness:			#	*		check if not
Source: IPM *# JTTF # TAC *#	Effectiveness:			#	*		available ____
• Special Instruments and/or tools	Usefulness:					*#	check if not
Source: JTTF * #	Effectiveness:					*#	available #
• Consumable Materials (soft & hard)	Usefulness:				*#		check if not
Source: LSM * # JTTF #	Effectiveness:				*#		available #

CULINARY (COOKS & BAKERS)

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 2 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 2
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 1
3. The labor union? .... Yes 0 No 2
4. The company of the apprentices employment? .... Yes 0 No 2
5. Other? Please identify CBI Publishing Co., Inc. Boston, Mass
6. Instructor? Please estimate the percentage of instructor prepared materials used: 17.5 %
7. Are available instructional materials adequate? .... Yes 1 No 1
8. Is there a systematic plan for updating these materials? .... Yes 2 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 40 % shop-lab 60 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

Refrigeration and storage space. Professional utensils.

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc School? 1 Other? 0

CULINARY (COOKS & BAKERS)

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: SCHOOL REPRESENTATIVES # INSTRUCTORS (did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF	Usefulness:					#	check if not
	Effectiveness:						available____
• Instructor Guides Source: JTTF	Usefulness:					#	check if not
	Effectiveness:						available____
• Assignment & Information sheets Source: JTTF #	Usefulness:					#	check if not
	Effectiveness:						available____
• Audio Visual Aids Source: JTTF #	Usefulness:					#	check if not
	Effectiveness:						available____
• Test Materials Source: JTTF #	Usefulness:					#	check if not
	Effectiveness:						available____
• Special Instruments and/or tools Source: JTTF #	Usefulness:					#	check if not
	Effectiveness:						available____
• Consumable Materials (soft & hard) Source: JTTF #	Usefulness:					#	check if not
	Effectiveness:						available____

DIESEL MECHANICS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 4 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 2
3. The labor union? .... Yes 0 No 2
4. The company of the apprentices employment? .... Yes 0 No 2
5. Other? Please identify: Manufacturers' manuals
6. Instructor? Please estimate the percentage of instructor prepared materials used: 50 %
7. Are available instructional materials adequate? .... Yes 0 No 2
8. Is there a systematic plan for updating these materials? .... Yes 0 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: new laws changing equipment requires up-dated materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 2 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 2 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 2
3. A combination of classroom & shop type training? .... Yes 2 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 100 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 1 Off campus? 1

If off campus, is rent paid by: school? 1 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

DIESEL MECHANICS

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
• Course Outline	Source: IMP * # LSM # OTHER *	Usefulness:				*#		check if not
		Effectiveness:				*#		available____
• Instructor Guides	Source: IPM * # OTHER * #	Usefulness:			#	*		check if not
		Effectiveness:			#	*		available #
• Assignment & Information sheets	Source: IPM * # OTHER *#	Usefulness:			#	*		check if not
		Effectiveness:			#	*		available #
• Audio-Visual Aids	Source: IPM * # TAC # OTHER *	Usefulness:		*		#		check if not
		Effectiveness:		*		#		available____
• Test Materials	Source: IPM * # OTHER * #	Usefulness				*#		check if not
		Effectiveness:		*		#		available____
• Special Instruments and/or tools	Source: LSM * # OTHER #	Usefulness:	*		#			check if not
		Effectiveness:	*		#			available____
• Consumable Materials (soft & hard)	Source: LSM * # OTHER # IPM * # JTTF #	Usefulness:	*		#			check if not
		Effectiveness:	*		#			available____

DRYWALL

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 19 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 11 No 2
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 18 No 3
3. The labor union? .... Yes 4 No 5
4. The company of the apprentices employment? .... Yes 1 No 5
5. Other? Please identify ____
6. Instructor? Please estimate the percentage of instructor prepared materials used 32.4 %
7. Are available instructional materials adequate? .... Yes 16 No 3
8. Is there a systematic plan for updating these materials? .... Yes 14 No 6

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes ___ No ___
2. Craft manipulative skills? .... Yes ___ No ___
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 3
4. Please explain needs: more work with tools and materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 10 No 10

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 8 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 8
3. A combination of classroom & shop type training? .... Yes 10 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 46 % shop-lab 54 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

large open areas for work projects

3-d. Are the facilities provided: On campus? 4 Off campus? 9

If off campus is rent paid by: school? 4 JAC? 4 Other? 3

Who pays for utilities, supplies, janitorial services, etc.: School? 6 Other? 7

DRYWALL

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * # LSM # CSDE * # LU * IPM #	Usefulness:			*	#		check if not available ____
	Effectiveness:			*	#		
• Instructor Guides Source: JTTF * # IPM * # LU *	Usefulness:			*		#	check if not available #
	Effectiveness:			*		#	
• Assignment & Information sheets Source: JTTF * # LU * CSDE * IPM #	Usefulness:					*#	check if not available #
	Effectiveness:					*#	
• Audio-Visual Aids Source: IPM * # JTTF # LSM * # LU * #	Usefulness:				*#		check if not available *
	Effectiveness:				*#		
• Test Materials Source: JTTF * # IPM * # LU * CSDE *	Usefulness:				#	*	check if not available ____
	Effectiveness:				#	*	
• Special Instruments and/or tools Source: JTTF * # IPM * LSM * # LU * TAC #	Usefulness:					*#	check if not available ____
	Effectiveness:					*#	
• Consumable Materials (soft & hard) Source: JTTF * # LSM * # IPM * LU * # TAC #	Usefulness:					*#	check if not available ____
	Effectiveness:					*#	

ELECTRICAL CONSTRUCTION

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 27 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 10 No 10
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 18 No 3
3. The labor union? .... Yes 8 No 10
4. The company of the apprentices employment? .... Yes 3 No 11
5. Other? Please identify Manufacturers' manuals
6. Instructor? Please estimate the percentage of instructor prepared materials used: 42 %
7. Are available instructional materials adequate? .... Yes 22 No 4
8. Is there a systematic plan for updating these materials? .... Yes 20 No 6

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 5 No 2
2. Craft manipulative skills? .... Yes 8 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 4 No 3
4. Please explain needs space for manufacturer/trade displays, mock-ups development costs for materials in kits

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 18 No 9

3-b. If your answer to question 3-a is YES, are the facilities provided

1. Classrooms for related instruction? .... Yes 17 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 15 No 5
3. A combination of classroom & shop type training? .... Yes 15 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 72 % shop-lab 28 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided On campus? 12 Off campus? 11

If off campus, is rent paid by school? 5 JAC? 9 Other? 1

Who pays for utilities, supplies, janitorial services, etc School? 7 Other? 9

ELECTRICAL CONSTRUCTION

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM -- Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline

Source: JTTF * # TAC #
OTHER * LSM #
IPM #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:			*	#	

check if not available____

- Instructor Guides

Source: TAC * # OTHER *
JTTF * # IPM #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available #

- Assignment & Information sheets

Source: JTTF * # OTHER *
LSM * # TAC #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available #

- Audio-Visual Aids

Source: JTTF * # IPM #
CSDE * LSM * #

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available #

- Test Materials

Source: JTTF * # TAC #
IPM * # OTHER *

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

- Special Instruments and/or tools

Source: JTTF * # TAC * #
IPM * # OTHER *

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available #

- Consumable Materials (soft & hard)

Source: JTTF * # TAC *
CSDE * IPM #
LSM #

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available #

FLOOR COVERING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 7 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 7 No 3
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 8 No 0
3. The labor union? .... Yes 3 No 3
4. The company of the apprentices employment? .... Yes 2 No 3
5. Other? Please identify Manufacturers' materials ; Armstrong Corp.
6. Instructor? Please estimate the percentage of instructor prepared materials used 49 %
7. Are available instructional materials adequate? .... Yes 2 No 8
8. Is there a systematic plan for updating these materials? .... Yes 4 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 2 No 0
2. Craft manipulative skills? .... Yes 2 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 3 No 1
4. Please explain needs: help of educators to assemble materials in a meaningful manner

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 4 No 6

3-b. If your answer to question 3-a is YES, are the facilities provided.

1. Classrooms for related instruction? .... Yes 4 No 2
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 1
3. A combination of classroom & shop type training? .... Yes 4 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 28 % shop-lab 72 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

lockable storage areas; ample electrical power

3-d. Are the facilities provided: On campus? 3 Off campus? 8

If off campus, is rent paid by: school? 2 JAC? 6 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 6 Other? 5

FLOOR COVERING

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * # LU * CSDE * JTTF * LSM #	Usefulness:			*	#		check if not
	Effectiveness:			*	#		available____
• Instructor Guides Source: JTTF * CSDE # IPM #	Usefulness:			#	*		check if not
	Effectiveness:			#	*		available #
• Assignment & Information sheets Source: IPM * # LSM #	Usefulness:				*#		check if not
	Effectiveness:				*#		available #
• Audio-Visual Aids Source: IPM * # JTTF # OTHER * LSM #	Usefulness:				#	*	check if not
	Effectiveness:				*#		available____
• Test Materials Source: IPM * # LSM #	Usefulness:			*#			check if not
	Effectiveness:		*	#			available____
• Special Instruments and/or tools Source: IPM * JTTF # LSM #	Usefulness:					*#	check if not
	Effectiveness:					*#	available #
• Consumable Materials (soft & hard) Source: JTTF * # LSM # LU #	Usefulness:					*#	check if not
	Effectiveness:					*#	available____

GLAZING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 6 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 3 No 2
3. The labor union? .... Yes 3 No 3
4. The company of the apprentices employment? .... Yes 0 No 4
5. Other? Please identify ____________________
6. Instructor? Please estimate the percentage of instructor prepared materials used 29 %
7. Are available instructional materials adequate? .... Yes 5 No 1
8. Is there a systematic plan for updating these materials? .... Yes 3 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 4
2. Craft manipulative skills? .... Yes 0 No 4
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 2 No 4
4. Please explain needs: job sheets for shop projects

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 4 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 4 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 0
3. A combination of classroom & shop type training? .... Yes 3 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 60 % shop-lab 40 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided On campus? 0 Off campus? 3

If off campus, is rent paid by: school? 0 JAC? 4 Other? 0

Who pays for utilities, supplies, janitorial services, etc School? 2 Other? 0

GLAZING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales:

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS, and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline
  Source: JTTF * LU #
  CSDE * LSM #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

- Instructor Guides
  Source: JTTF * LU #
  IPM *

	1	2	3	4	5
Usefulness:					*#
Effectiveness:					*#

check if not available #

- Assignment & Information sheets
  Source: CSDE *
  LU #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available *#

- Audio-Visual Aids
  Source: LSM *
  IPM # LU #

	1	2	3	4	5
Usefulness:	*		#		
Effectiveness:	*		#		

check if not available *

- Test Materials
  Source: IPM * # LU #
  JTTF *

	1	2	3	4	5
Usefulness:			#		*
Effectiveness:			#		*

check if not available____

- Special Instruments and/or tools
  Source: JTTF * # LU #
  TAC *

	1	2	3	4	5
Usefulness:			*		#
Effectiveness:			*		#

check if not available____

- Consumable Materials (soft & hard)
  Source: JTTF * # LU * #
  CSDE *

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

INSULATORS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? Yes 1 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? Yes 2 No 1
2. The Craft Joint Training Trust Fund (labor-management)? Yes 2 No 1
3. The labor union? Yes 2 No 2
4. The company of the apprentices employment? Yes 1 No 2
5. Other? Please identify Industry brochures - Du Pont
6. Instructor? Please estimate the percentage of instructor prepared materials used 63 %
7. Are available instructional materials adequate? Yes 1 No 2
8. Is there a systematic plan for updating these materials? Yes 2 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? Yes 3 No 0
2. Craft manipulative skills? Yes 3 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? Yes 2 No 1
4. Please explain needs

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? Yes 2 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided

1. Classrooms for related instruction? Yes 2 No 0
2. Shop and/or labs for manipulative skill training? Yes 2 No 0
3. A combination of classroom & shop type training? Yes 2 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 80 % shop-lab 20 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

more framed partitions

3-d. Are the facilities provided: On campus? 0 Off campus? 2

If off campus, is rent paid by: school? 2 JAC? 2 Other? 2

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 2

INSULATORS

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				*	#	check if not
Source: JTTF * LSM #	Effectiveness:				*	#	available ____
• Instructor Guides	Usefulness:				*		check if not
Source: JTTF * IPM *	Effectiveness:				*		available #
• Assignment & Information sheets	Usefulness:				*		check if not
Source: IPM *	Effectiveness:				*		available #
• Audio-Visual Aids	Usefulness:				*		check if not
Source: LSM *	Effectiveness:				*		available *#
• Test Materials	Usefulness:				*		check if not
Source: IPM * CSDE *	Effectiveness:				*		available #
• Special Instruments and/or tools	Usefulness:			#	*		check if not
Source: IPM * JTTF #	Effectiveness:			#	*		available ____
• Consumable Materials (soft & hard)	Usefulness:				*	#	check if not
Source: IPM * JTTF #	Effectiveness:				*	#	available *

IRONWORKER

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 11 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 6
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 8 No 3
3. The labor union? .... Yes 11 No 1
4. The company of the apprentices employment? .... Yes 0 No 8
5. Other? Please identify NJATC
6. Instructor? Please estimate the percentage of instructor prepared materials used: 22.5 %
7. Are available instructional materials adequate? .... Yes 8 No 5
8. Is there a systematic plan for updating these materials? .... Yes 12 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 1
2. Craft manipulative skills? .... Yes 1 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: more shop training

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 8 No 3

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 7 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 4 No 3
3. A combination of classroom & shop type training? .... Yes 5 No 3
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 66 % shop lab 34 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 5 Off campus? 2

If off campus, is rent paid by: school? 0 JAC? 1 Other? 3

Who pays for utilities, supplies, janitorial services, etc. School? 2 Other? 4

IRONWORKER

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * # LSM #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Instructor Guides Source: JTTF * #	Usefulness:			*	#		check if not available *
	Effectiveness:			*	#		
• Assignment & Information sheets Source: JTTF * # IPM * #	Usefulness:				*#		check if not available #
	Effectiveness:				*#		
• Audio-Visual Aids Source: JTTF * # IPM #	Usefulness:			*	#		check if not available #
	Effectiveness:			*	#		
• Test Materials Source: IPM * JTTF #	Usefulness:			*	#		check if not available____
	Effectiveness:			*	#		
• Special Instruments and/or tools Source: JTTF *# LSM #	Usefulness:			*	#		check if not available *
	Effectiveness:			*	#		
• Consumable Materials (soft & hard) Source: JTTF * # LSM #	Usefulness:			*	#		check if not available____
	Effectiveness:			*	#		

IRRIGATION SPRINKLER FITTER

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 2

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 2
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 2 No 1
3. The labor union? .... Yes 1 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify Manufacturers' manuals; local JAC exchange
6. Instructor? Please estimate the percentage of instructor prepared materials used 90 %
7. Are available instructional materials adequate? .... Yes 1 No 1
8. Is there a systematic plan for updating these materials? .... Yes 1 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 3 No 0
2. Craft manipulative skills? .... Yes 3 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 3 No 0
4. Please explain needs: correspondence course - more instructional material

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 2 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 4 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 1
3. A combination of classroom & shop type training? .... Yes 3 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 80 % shop-lab 20 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 2 Off campus? 1

If off campus, is rent paid by: school? 0 JAC? 2 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 2 Other? 0

IRRIGATION SPRINKLER FITTER

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
• Course Outline	Source: IPM * #	Usefulness:			*	#		check if not available____
		Effectiveness:			*	#		
• Instructor Guides	Source: IPM *	Usefulness:			*			check if not available * #
		Effectiveness:						
• Assignment & Information sheets	Source: JTTF * #	Usefulness:			#	*		check if not available____
		Effectiveness:			#	*		
• Audio-Visual Aids	Source: IPM * # JTTF * TAC * #	Usefulness:		#	*			check if not available____
		Effectiveness:		#	*			
• Test Materials	Source: IPM * # JTTF * #	Usefulness:			*	#		check if not available____
		Effectiveness:			*	#		
• Special Instruments and/or tools	Source: IPM * # JTTF * TAC * # LU *	Usefulness:		#	*			check if not available____
		Effectiveness:		#	*			
• Consumable Materials (soft & hard)	Source: JTTF * #	Usefulness:	#		*			check if not available____
		Effectiveness:	#		*			

LATHING

Combined Respondent Answers

INSTRUCTIONAL MATERIALS

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? Yes 9 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? Yes 2 No 4
2. The Craft Joint Training Trust Fund (labor-management)? Yes 4 No 4
3. The labor union? Yes 4 No 1
4. The company of the apprentices employment? Yes 1 No 4
5. Other? Please identify NJATC
6. Instructor? Please estimate the percentage of instructor prepared materials used: 43 %
7. Are available instructional materials adequate? Yes 7 No 1
8. Is there a systematic plan for updating these materials? Yes 7 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? Yes 0 No 1
2. Craft manipulative skills? Yes 0 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? Yes 2 No __
4. Please explain needs: higher level blueprint reading materials
   more audio-visual materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? Yes 4 No 5

3-b. If your answer to question 3-a is YES, are the facilities provided

1. Classrooms for related instruction? Yes 3 No 1
2. Shop and/or labs for manipulative skill training? Yes 3 No 0
3. A combination of classroom & shop type training? Yes 4 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 38 % shop-lab 62 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided On campus? 0 Off campus? 3

If off campus, is rent paid by: school? 3 JAC? 1 Other? 0

Who pays for utilities, supplies, janitorial services, etc School? 3 Other? 1

LATHING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline
  Source: JTTF * # LSM #
  LU *

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available *

- Instructor Guides
  Source: LSM * JTTF #
  LU *

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available * #

- Assignment & Information sheets
  Source: LSM * # LU *
  IPM * #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available #

- Audio-Visual Aids
  Source: LSM * #
  IPM #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available *

- Test Materials
  Source: IPM * #
  LU * #

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available ____

- Special Instruments and/or tools
  Source: LU * #
  JTTF #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available ____

- Consumable Materials (soft & hard)
  Source: LSM * # JTTF #
  LU * #

	1	2	3	4	5
Usefulness:					*#
Effectiveness:					*#

check if not available ____

MACHINISTS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 15 No 5

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 10 No 4
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 2 No 8
3. The labor union? .... Yes 2 No 6
4. The company of the apprentices employment? .... Yes 5 No 5
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 36 %
7. Are available instructional materials adequate? .... Yes 12 No 5
8. Is there a systematic plan for updating these materials? .... Yes 8 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 3 No 3
2. Craft manipulative skills? .... Yes 2 No 3
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 4 No 3
4. Please explain needs: to keep up with new equipment, new laws and resulting changes

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 10 No 6

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 9 No 2
2. Shop and/or labs for manipulative skill training? .... Yes 8 No 2
3. A combination of classroom & shop type training? .... Yes 7 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 66 % shop-lab 34 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided On campus? 7 Off campus? 0

If off campus, is rent paid by: school? 4 JAC? 0 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 6 Other? 1

MACHINISTS

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
• Course Outline	Source: IPM * # OTHER * LSM * # CSDE #	Usefulness:			*	#		check if not available *
		Effectiveness:			*	#		
• Instructor Guides	Source: IPM * # OTHER * TAC * CSDE #	Usefulness:		*	#			check if not available * #
		Effectiveness:		*	#			
• Assignment & Information sheets	Source: IPM * # OTHER * TAC * CSDE #	Usefulness:			*#			check if not available #
		Effectiveness:			*#			
• Audio-Visual Aids	Source: IPM * # OTHER * LSM * # JTTF #	Usefulness:			*#			check if not available #
		Effectiveness:			*#			
• Test Materials	Source: IPM * # OTHER * LSM * TAC * LU # CSDE #	Usefulness:			*#			check if not available *
		Effectiveness:			*#			
• Special Instruments and/or tools	Source: IPM * OTHER * LSM * # TAC * JTTF #	Usefulness:			*	#		check if not available *#
		Effectiveness:			*	#		
• Consumable Materials (soft & hard)	Source: IPM * TAC * LSM * # JTTF #	Usefulness:			*	#		check if not available * #
		Effectiveness:			*	#		

MAINTENANCE MECHANICS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? . . . . Yes 6 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? . . . . Yes 3 No 3
2. The Craft Joint Training Trust Fund (labor-management)? . . . . Yes 1 No 4
3. The labor union? . . . . Yes 2 No 4
4. The company of the apprentices employment? . . . . Yes 5 No 0
5. Other? Please identify DuPont & Trade
6. Instructor? Please estimate the percentage of instructor prepared materials used: 13 %
7. Are available instructional materials adequate? . . . . Yes 6 No 1
8. Is there a systematic plan for updating these materials? . . . . Yes 2 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? . . . . Yes 1 No 0
2. Craft manipulative skills? . . . . Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? . . . . Yes 0 No 1
4. Please explain needs: material & development cost to put materials in a us kit or package with related instructions

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? . . . . Yes 5 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? . . . . Yes 5 No 0
2. Shop and/or labs for manipulative skill training? . . . . Yes 5 No 0
3. A combination of classroom & shop type training? . . . . Yes 5 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 68 % shop-lab 32 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

more lab and test equipment; more classrooms for additional classes

3-d. Are the facilities provided: On campus? 4 Off campus? 3

If off campus, is rent paid by: school? 1 JAC? 0 Other? 2

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 2

MAINTENANCE MECHANICS

-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

-b. Rating Scales: SCHOOL REPRESENTATIVES # (Instructors did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: LSM # IPM #	Usefulness:				#		check if not
	Effectiveness:				#		available ____
• Instructor Guides Source: IPM # OTHER #	Usefulness:			#			check if not
	Effectiveness:			#			available #
• Assignment & Information sheets Source: IPM # OTHER #	Usefulness:			#			check if not
	Effectiveness:			#			available #
• Audio-Visual Aids Source: IPM # TAC #	Usefulness:				#		check if not
	Effectiveness:				#		available ____
• Test Materials Source: IPM # OTHER #	Usefulness:				#		check if not
	Effectiveness:				#		available ____
• Special Instruments and/or tools Source: LSM # OTHER #	Usefulness:				#		check if not
	Effectiveness:				#		available #
• Consumable Materials (soft & hard) Source: IPM # LSM # OTHER #	Usefulness:			#			check if not
	Effectiveness:			#			available #

MEATCUTTERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 20 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 19 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 4 No 8
3. The labor union? .... Yes 5 No 5
4. The company of the apprentices employment? .... Yes 5 No 5
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 59 %
7. Are available instructional materials adequate? .... Yes 11 No 8
8. Is there a systematic plan for updating these materials? .... Yes 11 No 6

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: films or slide/tape instructional materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 17 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 18 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 4 No 6
3. A combination of classroom & shop type training? .... Yes 2 No 8
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 60 % shop-lab 40 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 9 Off campus? 1

If off campus, is rent paid by: school? 4 JAC? 1 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 8 Other? 0

MEATCUTTERS

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline

Source: CDSE * # IPM #
LSM * # OTHER #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available *

- Instructor Guides

Source: IPM * # CSDE * #
LSM * TAC * #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available *#

- Assignment & Information sheets

Source: IPM * # OTHER * #
CSDE *# TAC #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available *#

- Audio-Visual Aids

Source: LSM * # OTHER * #
IPM * # TAC *
CSDE #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available *

- Test Materials

Source: CSDE * # IPM * #
OTHER #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available *

- Special Instruments and/or tools

Source: IPM * # TAC * #
LSM * # OTHER #

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available *#

- Consumable Materials (soft & hard)

Source: IPM * # LU * #
LSM * # JTTF #

	1	2	3	4	5
Usefulness:				*	
Effectiveness:				*	

check if not available * #

MILL CABINET

INSTRUCTIONAL MATERIALS

COMBINED RESPONDENT ANSWERS

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 7 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 4 No 2
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 2 No 2
3. The labor union? .... Yes 1 No 2
4. The company of the apprentices employment? .... Yes 0 No 2
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 43 %
7. Are available instructional materials adequate? .... Yes 6 No 1
8. Is there a systematic plan for updating these materials? .... Yes 3 No 4

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 1
2. Craft manipulative skills? .... Yes 0 No 2
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 2
4. Please explain needs. ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 5 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 5 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 0
3. A combination of classroom & shop type training? .... Yes 3 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 57 % shop-lab 43 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 2 Off campus? 3

If off campus, is rent paid by: school? 3 JAC? 1 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 3 Other? 2

MILL CABINET

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: CSDE * LU # LSM # IPM #	Usefulness:				*#		check if not
	Effectiveness:				#		available
• Instructor Guides Source: IPM * # TAC * LU #	Usefulness:				*#		check if not
	Effectiveness:				#		available #
• Assignment & Information sheets Source: IPM * #	Usefulness:			*	#		check if not
	Effectiveness:				#		available #
• Audio-Visual Aids Source: IPM * # LU # LSM * #	Usefulness:			#	*		check if not
	Effectiveness:			#			available #
• Test Materials Source: IPM * #	Usefulness:				*#		check if not
	Effectiveness:				#		available
• Special Instruments and/or tools Source: LSM * # LU # JTTF #	Usefulness:			*	#		check if not
	Effectiveness:				#		available #
• Consumable Materials (soft & hard) Source: LSM * # IPM # JTTF #	Usefulness:				#	*	check if not
	Effectiveness:				#		available #

MILLWRIGHT

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 6 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 3 No 0
3. The labor union? .... Yes 3 No 2
4. The company of the apprentices employment? .... Yes 0 No 2
5. Other? Please identify: ____________________
6. Instructor? Please estimate the percentage of instructor prepared materials used: 35 %
7. Are available instructional materials adequate? .... Yes 5 No 2
8. Is there a systematic plan for updating these materials? .... Yes 6 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 1
2. Craft manipulative skills? .... Yes 0 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 2 No 1
4. Please explain needs: ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 3 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 3 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 0
3. A combination of classroom & shop type training? .... Yes 3 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 32 % shop-lab 68 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 2 Off campus? 2

If off campus, is rent paid by: school? 1 JAC? 2 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 3 Other? 1

MILLWRIGHT

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline

Source: LU *
IPM #

	1	2	3	4	5
Usefulness:			*#		
Effectiveness:			*#		

check if not available____

- Instructor Guides

Source: LU *
IPM # TAC #

	1	2	3	4	5
Usefulness:		*#			
Effectiveness:		*#			

check if not available____

- Assignment & Information sheets

Source: LU *
IPM # TAC #

	1	2	3	4	5
Usefulness:		*#			
Effectiveness:		*#			

check if not available____

- Audio-Visual Aids

Source: LU * # LSM #
IPM #

	1	2	3	4	5
Usefulness:			#	*	
Effectiveness:			#		*

check if not available____

- Test Materials

Source: LU *
IPM #

	1	2	3	4	5
Usefulness:		#	*		
Effectiveness:		#	*		

check if not available____

- Special Instruments and/or tools

Source: LU * #
IPM # LSM #

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available____

- Consumable Materials (soft & hard)

Source: LU *
LSM # JTTF #

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*#		

check if not available____

MOLDERS & COREMAKERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 3 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 2 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 0
3. The labor union? .... Yes 0 No 0
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify library books, trade magazines; Dept. of Navy publ
6. Instructor? Please estimate the percentage of instructor prepared materials used: 62 %
7. Are available instructional materials adequate? .... Yes 1 No 2
8. Is there a systematic plan for updating these materials? .... Yes 1 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 3 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 2 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 50 % shop-lab 50 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 2 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

MOLDERS & COREMAKERS

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS, and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				#	*	check if not
Source: IPM * # CSDE #	Effectiveness:				#	*	available____
• Instructor Guides	Usefulness:			*#			check if not
Source: TAC * CSDE * #	Effectiveness:			*#			available____
• Assignment & Information sheets	Usefulness:			#		*	check if not
Source: CSDE * # IPM * TAC * OTHER *	Effectiveness:			#		*	available____
• Audio-Visual Aids	Usefulness:				#	*	check if not
Source: LSM * IPM # JTTF * #	Effectiveness:				#	*	available____
• Test Materials	Usefulness:			#		*	check if not
Source: CSDE * # IPM * TAC *	Effectiveness:			#		*	available____
• Special Instruments and/or tools	Usefulness:				#	*	check if not
Source: JTTF * # LSM # OTHER *	Effectiveness:				#	*	available____
• Consumable Materials (soft & hard)	Usefulness:				#	*	check if not
Source: IPM * JTTF # LSM *	Effectiveness:				#	*	available____

OPERATING ENGINEERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 8 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 2 No 3
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 8 No 0
3. The labor union? .... Yes 0 No 5
4. The company of the apprentices employment? .... Yes 0 No 3
5. Other? Please identify: Caterpillar - John Deere
6. Instructor? Please estimate the percentage of instructor prepared materials used: 42 %
7. Are available instructional materials adequate? .... Yes 8 No 0
8. Is there a systematic plan for updating these materials? .... Yes 7 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 8 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 8 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 5 No 2
3. A combination of classroom & shop type training? .... Yes 3 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 29 % shop-lab 71 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 4 Off campus? 4

If off campus, is rent paid by: school? 1 JAC? 4 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 4 Other? 3

OPERATING ENGINEERS

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: CSDE * JTTF # LSM * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Instructor Guides Source: JTTF * #	Usefulness:				#	*	check if not available *
	Effectiveness:				#	*	
• Assignment & Information sheets Source: JTTF * # IPM * #	Usefulness:				*#		check if not available____
	Effectiveness.				*#		
• Audio-Visual Aids Source: JTTF * #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Test Materials Source: IPM * # JTTF #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Special Instruments and/or tools Source: JTTF * LU # LSM #	Usefulness:				*	#	check if not available____
	Effectiveness:				*	#	
• Consumable Materials (soft & hard) Source: JTTF * # LSM #	Usefulness:				#	*	check if not available *
	Effectiveness:				#	*	

PAINTING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 24 No 0

1-b. If your answer to question 1-a is YES are such materials prepared & published by:

1. The California State Department of Education? .... Yes 3 No 10
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 20 No 3
3. The labor union? .... Yes 6 No 8
4. The company of the apprentices employment? .... Yes 0 No 10
5. Other? Please identify ____
6. Instructor? Please estimate the percentage of instructor prepared materials used 37 %
7. Are available instructional materials adequate? .... Yes 20 No 5
8. Is there a systematic plan for updating these materials? .... Yes 15 No 5

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 2 No 2
2. Craft manipulative skills? .... Yes 1 No 3
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 2 No 3
4. Please explain needs materials for craft manipulative classes. CSDE helps specifically for our craft

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 17 No 13

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 18 No 4
2. Shop and/or labs for manipulative skill training? .... Yes 13 No 4
3. A combination of classroom & shop type training? .... Yes 16 No 6
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 59 % shop-lab 41 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 8 Off campus? 11

If off campus, is rent paid by: school? 6 JAC? 4 Other? 5

Who pays for utilities, supplies, janitorial services, etc. School? 8 Other? 8

PAINTING

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline

Source: IPM * # LU *
JTTF * # OTHER *
LSM #

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

- Instructor Guides

Source: IPM * # LU *
JTTF * # OTHER *

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available____

- Assignment & Information sheets

Source: IPM * # LU *
JTTF * # OTHER *

	1	2	3	4	5
Usefulness:			*		#
Effectiveness:			*		#

check if not available * #

- Audio-Visual Aids

Source: JTTF * # OTHER *
IPM # LSM #

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available *

- Test Materials

Source: JTTF * # OTHER *
IPM * # CSDE *

	1	2	3	4	5
Usefulness:				*#	
Effectiveness:				*#	

check if not available____

- Special Instruments and/or tools

Source: IPM * # JTTF * #
LSM * # CSDE *

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

- Consumable Materials (soft & hard)

Source: IPM * # LSM * #
JTTF * # OTHER *

	1	2	3	4	5
Usefulness:				*	#
Effectiveness:				*	#

check if not available____

PLASTERING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 12 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 2 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 10 No 0
3. The labor union? .... Yes 3 No 2
4. The company of the apprentices employment? .... Yes 0 No 2
5. Other? Please identify ____________________
6. Instructor? Please estimate the percentage of instructor prepared materials used 33 %
7. Are available instructional materials adequate? .... Yes 8 No 0
8. Is there a systematic plan for updating these materials? .... Yes 8 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 4 No 5

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 3 No 2
2. Shop and/or labs for manipulative skill training? .... Yes 2 No 0
3. A combination of classroom & shop type training? .... Yes 4 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 25 % shop-lab 75 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on the job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 3 Off campus? 3

If off campus, is rent paid by: school? 3 JAC? 0 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 3 Other? 0

PLASTERING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * # LU * OTHER * IPM # LSM #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Instructor Guides Source: CSDE * # OTHER * JTTF * # LU *	Usefulness:			#	*		check if not available #
	Effectiveness:			#	*		
• Assignment & Information sheets Source: IPM * # OTHER * JTTF * #	Usefulness:			#		*	check if not available *#
	Effectiveness:			#		*	
• Audio-Visual Aids Source: JTTF * # OTHER * CSDE * # IPM #	Usefulness:			*	#		check if not available #
	Effectiveness:			*	#		
• Test Materials Source: JTTF * # LU * IPM * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Special Instruments and/or tools Source: LSM * # LU * JTTF * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Consumable Materials (soft & hard) Source: JTTF * # OTHER *	Usefulness:					* #	check if not available____
	Effectiveness:					* #	

PLUMBERS AND PIPEFITTERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 23 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 4 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 10 No 0
3. The labor union? .... Yes 4 No 2
4. The company of the apprentices employment? .... Yes 2 No 2
5. Other? Please identify: Manufactures' manuals - Du Pont
6. Instructor? Please estimate the percentage of instructor prepared materials used: 33 %
7. Are available instructional materials adequate? .... Yes 14 No 7
8. Is there a systematic plan for updating these materials? .... Yes 14 No 9

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 1
2. Craft manipulative skills? .... Yes 1 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 2
4. Please explain needs: development costs for materials

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 6 No 12

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 8 No 3
2. Shop and/or labs for manipulative skill training? .... Yes 9 No 0
3. A combination of classroom & shop type training? .... Yes 8 No 3
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 59 % shop-lab 41 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

space for mock-ups and manufacturer/trade displays

3-d. Are the facilities provided: On campus? 8 Off campus? 9

If off campus, is rent paid by: school? 5 JAC? 7 Other? 3

Who pays for utilities, supplies, janitorial services, etc. School? 9 Other? 9

PLUMBERS AND PIPEFITTERS

-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

-b. Rating Scales: INSTRUCTOR * SCHOOL REPRESENTATIVE #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * JTTF * # CSDE * OTHER * LSM # LU * TAC #	Usefulness:				*	#	check if not
	Effectiveness:				*	#	available____
• Instructor Guides Source: JTTF * # TAC * CSDE * LU * OTHER * IPM #	Usefulness:		*			#	check if not
	Effectiveness:		*			#	available____
• Assignment & Information sheets Source: IPM * # OTHER * JTTF *#	Usefulness:					*#	check if not
	Effectiveness:					*#	available____
• Audio-Visual Aids Source: OTHER * IPM # JTTF #	Usefulness:	*			#		check if not
	Effectiveness:	*			#		available *
• Test Materials Source: IPM * JTTF #	Usefulness:				#	*	check if not
	Effectiveness:				#	*	available____
• Special Instruments and/or tools Source: JTTF * # LU * OTHER * LSM #	Usefulness:			*		#	check if not
	Effectiveness:			*		#	available *
• Consumable Materials (soft & hard) Source: JTTF * # LU * TAC * LSM #	Usefulness:				*	#	check if not
	Effectiveness:				*	#	available____

REFRIGERATION & AIR CONDITIONING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? . . . . Yes 5 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? . . . . Yes 1 No 1
2. The Craft Joint Training Trust Fund (labor-management)? . . . . Yes 4 No 0
3. The labor union? . . . . Yes 3 No 1
4. The company of the apprentices employment? . . . . Yes 0 No 2
5. Other? Please identify: Equipment manufacturers technical sheets; industry
6. Instructor? Please estimate the percentage of instructor prepared materials used: 20 %
7. Are available instructional materials adequate? . . . . Yes 3 No 0
8. Is there a systematic plan for updating these materials? . . . . Yes 3 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? . . . . Yes 0 No 0
2. Craft manipulative skills? . . . . Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? . . . . Yes 0 No 0
4. Please explain needs: ______________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? . . . . Yes 3 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? . . . . Yes 3 No 1
2. Shop and/or labs for manipulative skill training? . . . . Yes 2 No 2
3. A combination of classroom & shop type training? . . . . Yes 1 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 55 % shop-lab 45 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 0 Off campus? 3

If off campus, is rent paid by: school? 0 JAC? 3 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 1

REFRIGERATION & AIR CONDITIONING

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:			#		*	check if not
Source: JTTF * LU * IPM * # OTHER *	Effectiveness:			#		*	available____
• Instructor Guides	Usefulness:		#			*	check if not
Source: JTTF * TAC #	Effectiveness:		#			*	available____
• Assignment & Information sheets	Usefulness:			#		*	check if not
Source: JTTF * LU * OTHER * TAC #	Effectiveness:			#		*	available____
• Audio-Visual Aids	Usefulness:			#		*	check if not
Source: JTTF * LU * OTHER * IPM # LSM #	Effectiveness:			#		*	available____
• Test Materials	Usefulness:			#		*	check if not
Source: JTTF * IPM * # OTHER *	Effectiveness:			#		*	available____
• Special Instruments and/or tools	Usefulness:			#		*	check if not
Source: JTTF * # LU *	Effectiveness:			#		*	available____
• Consumable Materials (soft & hard)	Usefulness:			#		*	check if not
Source: CSDE * LU * OTHER * JTTF #	Effectiveness:			#		*	available____

ROOFING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 8 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 8 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 4 No 1
3. The labor union? .... Yes 1 No 4
4. The company of the apprentices employment? .... Yes 1 No 3
5. Other? Please identify Manufacturing Institute
6. Instructor? Please estimate the percentage of instructor prepared materials used 32 %
7. Are available instructional materials adequate? .... Yes 6 No 2
8. Is there a systematic plan for updating these materials? .... Yes 5 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ____

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 7 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 8 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 4 No 1
3. A combination of classroom & shop type training? .... Yes 5 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 52 % shop-lab 48 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 3 Off campus? 2

If off campus, is rent paid by: school? 3 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 4 Other? 0

ROOFING

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

- Course Outline
  Source: CSDE * # LSM #
  OTHER *

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available ____

- Instructor Guides
  Source: CSDE * #
  OTHER * JTTF #

	1	2	3	4	5
Usefulness:			#	*	
Effectiveness:			#	*	

check if not available #

- Assignment & Information sheets
  Source: IP * # LSM #
  CSDE * #

	1	2	3	4	5
Usefulness:			#	*	
Effectiveness:			#	*	

check if not available #

- Audio-Visual Aids
  Source: JTTF * IPM #
  OTHER *# LU #

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available #

- Test Materials
  Source: CSDE * # IPM #
  OTHER *

	1	2	3	4	5
Usefulness:			*	#	
Effectiveness:			*	#	

check if not available *

- Special Instruments and/or tools
  Source: JTTF * IPM #
  OTHER *# LU #

	1	2	3	4	5
Usefulness:		#	*		
Effectiveness:		#	*		

check if not available *

- Consumable Materials (soft & hard)
  Source: JTTF * IPM #
  OTHER * # LU #

	1	2	3	4	5
Usefulness:				#	*
Effectiveness:				#	*

check if not available *

SHEETMETAL

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 28 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 14
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 25 No 0
3. The labor union? .... Yes 6 No 9
4. The company of the apprentices employment? .... Yes 0 No 13
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 26 %
7. Are available instructional materials adequate? .... Yes 25 No 0
8. Is there a systematic plan for updating these materials? .... Yes 21 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching

1. Craft related subjects? .... Yes 1 No 2
2. Craft manipulative skills? .... Yes 1 No 2
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 2
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 14 No 13

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 10 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 11 No 1
3. A combination of classroom & shop type training? .... Yes 13 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 51 % shop-lab 49 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 15 Off campus? 6

If off campus, is rent paid by: school? 5 JAC? 2 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 10 Other? 7

SHEET METAL

Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * LU * JTTF * # LSM #	Usefulness:				*	#	check if not available____
	Effectiveness:				*	#	
• Instructor Guides Source: JTTF * # LU * IPM * LSM #	Usefulness:				*	#	check if not available____
	Effectiveness:				*	#	
• Assignment & Information sheets Source: JTTF * # LU * IPM * LSM #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Audio-Visual Aids Source: JTTF * # LSM * # IPM * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Test Materials Source: IPM * # LSM # JTTF * # LU *	Usefulness:			*		#	check if not available____
	Effectiveness:			*		#	
• Special Instruments and/or tools Source: JTTF * # LSM * # IPM *	Usefulness:				*	#	check if not available _*_
	Effectiveness:				*	#	
• Consumable Materials (soft & hard) Source: JTTF * LSM * # CSDE * LU *	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	

SHIPBUILDING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 0
3. The labor union? .... Yes 0 No 0
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify: Standard texts
6. Instructor? Please estimate the percentage of instructor prepared materials used: 60 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes ___ No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: More physics and drafting lab equipment

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 50 % shop-lab 50 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 0 Off campus? 1

If off campus, is rent paid by: school? 0 JAC? 0 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 1

SHIPBUILDING

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTORS * (did not complete this form) SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:					#	check if not
Source: IPM #	Effectiveness:					#	available____
• Instructor Guides	Usefulness:					#	check if not
Source: IPM #	Effectiveness:					#	available____
• Assignment & Information sheets	Usefulness:					#	check if not
Source: IPM # OTHER #	Effectiveness:				#		available____
• Audio-Visual Aids	Usefulness:					#	check if not
Source: IPM # OTHER #	Effectiveness:					#	available____
• Test Materials	Usefulness:					#	check if not
Source: IPM #	Effectiveness:				#		available____
• Special Instruments and/or tools	Usefulness:				#		check if not
Source: TAC #	Effectiveness:				#		available____
• Consumable Materials (soft & hard)	Usefulness:					#	check if not
Source: TAC #	Effectiveness:					#	available____

SPRINKLER FITTERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 3 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 3
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 3 No 0
3. The labor union? .... Yes 2 No 1
4. The company of the apprentices employment? .... Yes 0 No 3
5. Other? Please identify: Industry brochures; Code books, TAC exchange
6. Instructor? Please estimate the percentage of instructor prepared materials used: 95 %
7. Are available instructional materials adequate? .... Yes 2 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 3 No 0
2. Craft manipulative skills? .... Yes 3 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 4 No 0
4. Please explain needs: Industry related material

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 3

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 2 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 1
3. A combination of classroom & shop type training? .... Yes 1 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 80 % shop-lab 20 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

own facilities - classrooms next to lab

3-d. Are the facilities provided: On campus? 0 Off campus? 2

If off campus, is rent paid by: school? 1 JAC? 1 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 1

SPRINKLER FITTERS

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * #	Usefulness:			*#			check if not available____
	Effectiveness:			*#			
• Instructor Guides Source: IPM * #	Usefulness:			*#			check if not available____
	Effectiveness:			*#			
• Assignment & Information sheets Source: IPM * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		
• Audio-Visual Aids Source: IPM * # JTTF * #	Usefulness:				*#		check if not available____
	Effectiveness:				#		
• Test Materials Source: IPM * #	Usefulness:					*#	check if not available____
	Effectiveness:					*#	
• Special Instruments and/or tools Source: TAC* # LU * # JTTF * #	Usefulness:					*#	check if not available____
	Effectiveness:					*#	
• Consumable Materials (soft & hard) Source: JTTF * #	Usefulness:				*#		check if not available____
	Effectiveness:				*#		

STATIONARY ENGINEERS

INSTRUCTIONAL MATERIALS Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 2 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 2 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 62 %
7. Are available instructional materials adequate? .... Yes 1 No 1
8. Is there a systematic plan for updating these materials? .... Yes 2 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 2 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 2 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 1
3. A combination of classroom & shop type training? .... Yes 0 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

hands on lab training with space and equipment large enough

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

STATIONARY ENGINEERS

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES # (Did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				*		check if not
Source: CSDE *	Effectiveness:				*		available
• Instructor Guides	Usefulness:						check if not
Source:	Effectiveness:						available *
• Assignment & Information sheets	Usefulness:				*		check if not
Source: IPM *	Effectiveness:				*		available
• Audio-Visual Aids	Usefulness:					*	check if not
Source: JTTF *	Effectiveness:					*	available
• Test Materials	Usefulness:				*		check if not
Source: IPM *	Effectiveness:				*		available
• Special Instruments and/or tools	Usefulness:						check if not
Source:	Effectiveness:						available *
• Consumable Materials (soft & hard)	Usefulness:						check if not
Source:	Effectiveness:						available *

STEAMFITTERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 5 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 3
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 4 No 1
3. The labor union? .... Yes 4 No 1
4. The company of the apprentices employment? .... Yes 1 No 3
5. Other? Please identify: Company donations; Tac exchange, DuPont
6. Instructor? Please estimate the percentage of instructor prepared materials used: 66 %
7. Are available instructional materials adequate? .... Yes 4 No 1
8. Is there a systematic plan for updating these materials? .... Yes 3 No 2

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 3 No 0
2. Craft manipulative skills? .... Yes 3 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 4 No 0
4. Please explain needs: developing own curriculum

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 5

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 1
3. A combination of classroom & shop type training? .... Yes 0 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 46 % shop-lab 54 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

additional classes for beginners; more technical classes; own facil
craft development

3-d. Are the facilities provided: On campus? ________ Off campus? ________

If off campus, is rent paid by: school? ______ JAC? ______ Other? ______

Who pays for utilities, supplies, janitorial services, etc. School? ________ Other? ________

STEAMFITTER

a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES # (Did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				*		check if not
Source: JTTF *	Effectiveness:				*		available____
• Instructor Guides	Usefulness:						check if not
Source: ____	Effectiveness:						available *
• Assignment & Information sheets	Usefulness:			*			check if not
Source: JTTF *	Effectiveness:			*			available____
• Audio-Visual Aids	Usefulness:			*			check if not
Source: JTTF *	Effectiveness:			*			available____
• Test Materials	Usefulness:				*		check if not
Source: JTTF *	Effectiveness:				*		available____
• Special Instruments and/or tools	Usefulness:		*				check if not
Source: JTTF *	Effectiveness:		*				available____
• Consumable Materials (soft & hard)	Usefulness:			*			check if not
Source: JTTF *	Effectiveness:			*			available____

SURVEYING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 7 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 4
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 5 No 1
3. The labor union? .... Yes 1 No 3
4. The company of the apprentices employment? .... Yes 0 No 4
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 37 %
7. Are available instructional materials adequate? .... Yes 5 No 1
8. Is there a systematic plan for updating these materials? .... Yes 5 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 1
2. Craft manipulative skills? .... Yes 0 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: seeking funds

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 5 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 5 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 2
3. A combination of classroom & shop type training? .... Yes 1 No 2
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 70 % shop-lab 30 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 2 Off campus? 2

If off campus, is rent paid by: school? 3 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 4 Other? 0

SURVEYING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * # LU * LSM *	Usefulness:				*	#	check if not available *
	Effectiveness:				*	#	
• Instructor Guides Source: JTTF * # LU # IPM * #	Usefulness:				*	#	check if not available
	Effectiveness:				*	#	
• Assignment & Information sheets Source: JTTF * # LU # IPM * #	Usefulness:				*	#	check if not available *
	Effectiveness:				*	#	
• Audio-Visual Aids Source: IPM * # LSM * JTTF * # OTHER * LU #	Usefulness:			*	#		check if not available
	Effectiveness:			*	#		
• Test Materials Source: JTTF * # IPM * # LU #	Usefulness:				*	#	check if not available
	Effectiveness:				*	#	
• Special Instruments and/or tools Source: JTTF * LSM * # IPM * LU #	Usefulness:				*	#	check if not available * #
	Effectiveness:				*	#	
• Consumable Materials (soft & hard) Source: LSM # JTTF # LU #	Usefulness:					#	check if not available *
	Effectiveness:					#	

TAPER

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 20 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 90 % shop-lab 10 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

TAPER

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: SCHOOL REPRESENTATIVES # (Instructors did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline	Usefulness:				#		check if not
Source: JTTF #	Effectiveness:				#		available____
• Instructor Guides	Usefulness:			#			check if not
Source: JTTF #	Effectiveness:			#			available____
• Assignment & Information sheets	Usefulness:				#		check if not
Source: JTTF #	Effectiveness:				#		available____
• Audio-Visual Aids	Usefulness:			#			check if not
Source: JTTF #	Effectiveness:			#			available____
• Test Materials	Usefulness:				#		check if not
Source: JTTF # IPM #	Effectiveness:				#		available____
• Special Instruments and/or tools	Usefulness:				#		check if not
Source: JTTF # LSM #	Effectiveness:				#		available____
• Consumable Materials (soft & hard)	Usefulness:				#		check if not
Source: JTTF # LSM #	Effectiveness:				#		available____

TILESETTERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 6 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 6 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 7 No 0
3. The labor union? .... Yes 2 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: Ceramic Tile Institute; trade research
6. Instructor? Please estimate the percentage of instructor prepared materials used: 37 %
7. Are available instructional materials adequate? .... Yes 5 No 0
8. Is there a systematic plan for updating these materials? .... Yes 0 No 5

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: __________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 4

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 2 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 2 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 33 % shop-lab 63 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

Special lab area that is specifically for the trade

3-d. Are the facilities provided: On campus? 4 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 2 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 2 Other? 2

TILESETTERS

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: JTTF * #	Usefulness:				*#		check if not available
	Effectiveness:				*#		
• Instructor Guides Source: IPM * #	Usefulness:			*	#		check if not available
	Effectiveness:			*	#		
• Assignment & Information sheets Source: IPM * #	Usefulness:				*#		check if not available
	Effectiveness:				*#		
• Audio-Visual Aids Source: IPM * # JTTF #	Usefulness:			*	#		check if not available
	Effectiveness:			*	#		
• Test Materials Source: IPM * #	Usefulness:			*	#		check if not available
	Effectiveness:			*	#		
• Special Instruments and/or tools Source:	Usefulness:						check if not available * #
	Effectiveness:						
• Consumable Materials (soft & hard) Source: JTTF * #	Usefulness:			*	#		check if not available
	Effectiveness:			*	#		

TOOL & DIE

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 4 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 1
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify: Trade manuals and magazines
6. Instructor? Please estimate the percentage of instructor prepared materials used: 14 %
7. Are available instructional materials adequate? .... Yes 1 No 3
8. Is there a systematic plan for updating these materials? .... Yes 4 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 1
2. Craft manipulative skills? .... Yes 0 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 4 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 3 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 3 No 1
3. A combination of classroom & shop type training? .... Yes 1 No 3
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 12 % shop-lab 88 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 1 Off campus? 1

If off campus, is rent paid by: school? 2 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

TOOL & DIE

-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

3

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

-b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES #

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

		1	2	3	4	5	
• Course Outline Source: IPM * LSM #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Instructor Guides Source: TAC * IPM #	Usefulness:			*		#	check if not available____
	Effectiveness:					* #	
• Assignment & Information sheets Source: IPM * # LSM # TAC *	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Audio-Visual Aids Source: LSM * # JTTF #	Usefulness:			*	#		check if not available____
	Effectiveness:			*	#		
• Test Materials Source: TAC * IPM * # LSM #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Special Instruments and/or tools Source: OTHER * #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	
• Consumable Materials (soft & hard) Source: IPM * LSM * #	Usefulness:				#	*	check if not available____
	Effectiveness:				#	*	

WELDING

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 2 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 1
3. The labor union? .... Yes 1 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: Technical manuals
6. Instructor? Please estimate the percentage of instructor prepared materials used: 70 %
7. Are available instructional materials adequate? .... Yes 2 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs:

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 35 % shop-lab 65 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

WELDING

2-a. Using the following symbols and scales, please identify the source of the instructional materials you are using, and rate on the scale provided, the usefulness and effectiveness of each type of material used in your classes:

SOURCE SYMBOLS:

- CSDE - California State Department of Education
- JTTF - Joint Training Trust Fund, (Labor-Management)
- LU - Labor Union (Unilateral)
- TAC - Trade Association or Company (Unilateral)
- IPM - Instructor Prepared Materials
- Other - Materials from sources other than above
- LSM - Local School Materials

2-b. Rating Scales: INSTRUCTORS * SCHOOL REPRESENTATIVES # (did not complete this form)

1. Assuming that the following instructional materials exist, (a) please identify the source of the materials by using the above SYMBOLS; and, (b) evaluate the usefulness and effectiveness of the material by using a check mark on the scales provided. Number 1 being the lowest rating, and number 5 the highest rating.

			1	2	3	4	5	
• Course Outline	Source: IPM * OTHER *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Instructor Guides	Source: IPM * OTHER * CSDE *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Assignment & Information sheets	Source: LSM *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Audio-Visual Aids	Source: LSM * OTHER *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Test Materials	Source: IPM *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Special Instruments and/or tools	Source: LSM *	Usefulness:					*	check if not available____
		Effectiveness:					*	
• Consumable Materials (soft & hard)	Source: LSM *	Usefulness:					*	check if not available____
		Effectiveness:					*	

ACOUSTICAL

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: ______________________
6. Instructor? Please estimate the percentage of instructor prepared materials used: ______ %
7. Are available instructional materials adequate? .... Yes 0 No 1
8. Is there a systematic plan for updating these materials? .... Yes 0 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: home study/correspondence courses

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 20 % shop-lab 80 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 0 Off campus? 1

If off campus, is rent paid by: school? 1 JAC? 0 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

BOILERMAKER

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 1
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: International correspondence
6. Instructor? Please estimate the percentage of instructor prepared materials used: 100 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 1
2. Craft manipulative skills? .... Yes 0 No 1
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 1
4. Please explain needs: ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided.

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 0 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

CABLE SPLICERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? Yes 2 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? Yes 1 No 0
2. The Craft Joint Training Trust Fund (labor-management)? Yes 1 No 1
3. The labor union? Yes 1 No 0
4. The company of the apprentices employment? Yes 2 No 0
5. Other? Please identify: Los Angeles Department of Water and Power
6. Instructor? Please estimate the percentage of instructor prepared materials used: 50 %
7. Are available instructional materials adequate? Yes 1 No 0
8. Is there a systematic plan for updating these materials? Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? Yes 0 No 0
2. Craft manipulative skills? Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? Yes 0 No 0
4. Please explain needs:

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? Yes 1 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? Yes 1 No 1
2. Shop and/or labs for manipulative skill training? Yes 0 No 1
3. A combination of classroom & shop type training? Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 50 % shop-lab 50 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 1 JAC? 1 Other? 1

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 1

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

ELECTRICAL INSIDE WIREMEN

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 0
4. The company of the apprentices employment? .... Yes 0 No 0
5. Other? Please identify: ____________
6. Instructor? Please estimate the percentage of instructor prepared materials used: 20 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ____________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

large rooms with workbench type tables for working with blueprints

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

ELECTRICAL LINEMAN

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: ____
6. Instructor? Please estimate the percentage of instructor prepared materials used: 5 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 2
4. Please explain needs: ____

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 2

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

available classes; outside pole yard for climbing instruction and riggin

3-d. Are the facilities provided: On campus? 0 Off campus? 1

If off campus, is rent paid by: school? 0 JAC? 1 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 1

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

ELECTRICAL MAINTENANCE - REPAIR

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 1

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 100 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 0 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 1
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 75 % shop-lab 25 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

HARDWOOD FLOOR INSTALLATION

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 1 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: ______
6. Instructor? Please estimate the percentage of instructor prepared materials used: 40 %
7. Are available instructional materials adequate? .... Yes 0 No 1
8. Is there a systematic plan for updating these materials? .... Yes 0 No 1

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 1 No 0
2. Craft manipulative skills? .... Yes 1 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 1 No 0
4. Please explain needs: additional fulltime support to research and compile lastest technology in these craft areas.

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 1
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 1
3. A combination of classroom & shop type training? .... Yes 0 No 1
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 20 % shop-lab 80 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the job training and increase the effectiveness of the schools instructional program:

shop areas, outside lighted manipulative training areas

3-d. Are the facilities provided: On campus? 0 Off campus? 1

If off campus, is rent paid by: school? 1 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

LITHOGRAPHY

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 0
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 0
3. The labor union? .... Yes 1 No 0
4. The company of the apprentices employment? .... Yes 0 No 0
5. Other? Please identify: ____________________
6. Instructor? Please estimate the percentage of instructor prepared materials used: 70 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 20 % shop-lab 80 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 1 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 1 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

PRESSMAN

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 1
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify International Union has lesson materials
6. Instructor? Please estimate the percentage of instructor prepared materials used: 0 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 0 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ____________________

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

____

3-d. Are the facilities provided: On campus? 0 Off campus? 0

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

PSYCHIATRIC TECHNICIAN

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 0 No 1
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 1 No 0
5. Other? Please identify: college textbooks assigned to program
6. Instructor? Please estimate the percentage of instructor prepared materials used: 5 %
7. Are available instructional materials adequate? .... Yes 1 No 0
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 1 No 0

3-b. If your answer to question 3-a is YES, are the facilities provided.

1. Classrooms for related instruction? .... Yes 1 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 1 No 0
3. A combination of classroom & shop type training? .... Yes 1 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects: 25 % shop-lab 75 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

______

3-d. Are the facilities provided: On campus? 1 Off campus? 1

If off campus, is rent paid by: school? 0 JAC? 0 Other? 1

Who pays for utilities, supplies, janitorial services, etc.? School? 0 Other? 1

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.

SAUSAGE MAKERS

INSTRUCTIONAL MATERIALS

Combined Respondent Answers

1-a. Do the Apprentices in your program have access to instructional material specifically prepared for the craft? .... Yes 1 No 0

1-b. If your answer to question 1-a is YES, are such materials prepared & published by:

1. The California State Department of Education? .... Yes 0 No 1
2. The Craft Joint Training Trust Fund (labor-management)? .... Yes 1 No 0
3. The labor union? .... Yes 0 No 1
4. The company of the apprentices employment? .... Yes 0 No 1
5. Other? Please identify: Classroom instructor and Coordinator
6. Instructor? Please estimate the percentage of instructor prepared materials used: 100 %
7. Are available instructional materials adequate? .... Yes 0 No 1
8. Is there a systematic plan for updating these materials? .... Yes 1 No 0

1-c. If your answer to question 1-a is NO, is there a need for such instructional materials to aid the instructor in teaching:

1. Craft related subjects? .... Yes 0 No 0
2. Craft manipulative skills? .... Yes 0 No 0
3. If there is a need, are there any existing plans and efforts being made to develop and/or acquire instructional materials for the craft? .... Yes 0 No 0
4. Please explain needs: ______

INSTRUCTIONAL FACILITIES

3-a. Are there adequate public school facilities available for meeting the needs of apprentice classes? .... Yes 0 No 1

3-b. If your answer to question 3-a is YES, are the facilities provided:

1. Classrooms for related instruction? .... Yes 0 No 0
2. Shop and/or labs for manipulative skill training? .... Yes 0 No 0
3. A combination of classroom & shop type training? .... Yes 0 No 0
4. If a combination of related subjects (classroom and shop-lab facilities) are used, please explain and estimate the percentage of time devoted to related subjects 0 % shop-lab 0 %

3-c. If your answer to question 3-a is NO, please DESCRIBE the type of school facilities that are needed to supplement on-the-job training and increase the effectiveness of the schools instructional program:

lab facilities for classroom demonstrations

3-d. Are the facilities provided: On campus? 0 Off campus? 1

If off campus, is rent paid by: school? 0 JAC? 0 Other? 0

Who pays for utilities, supplies, janitorial services, etc. School? 0 Other? 0

NOTE: The absence of the instructional materials evaluation form for this trade is due to the fact that the respondents did not complete the form.